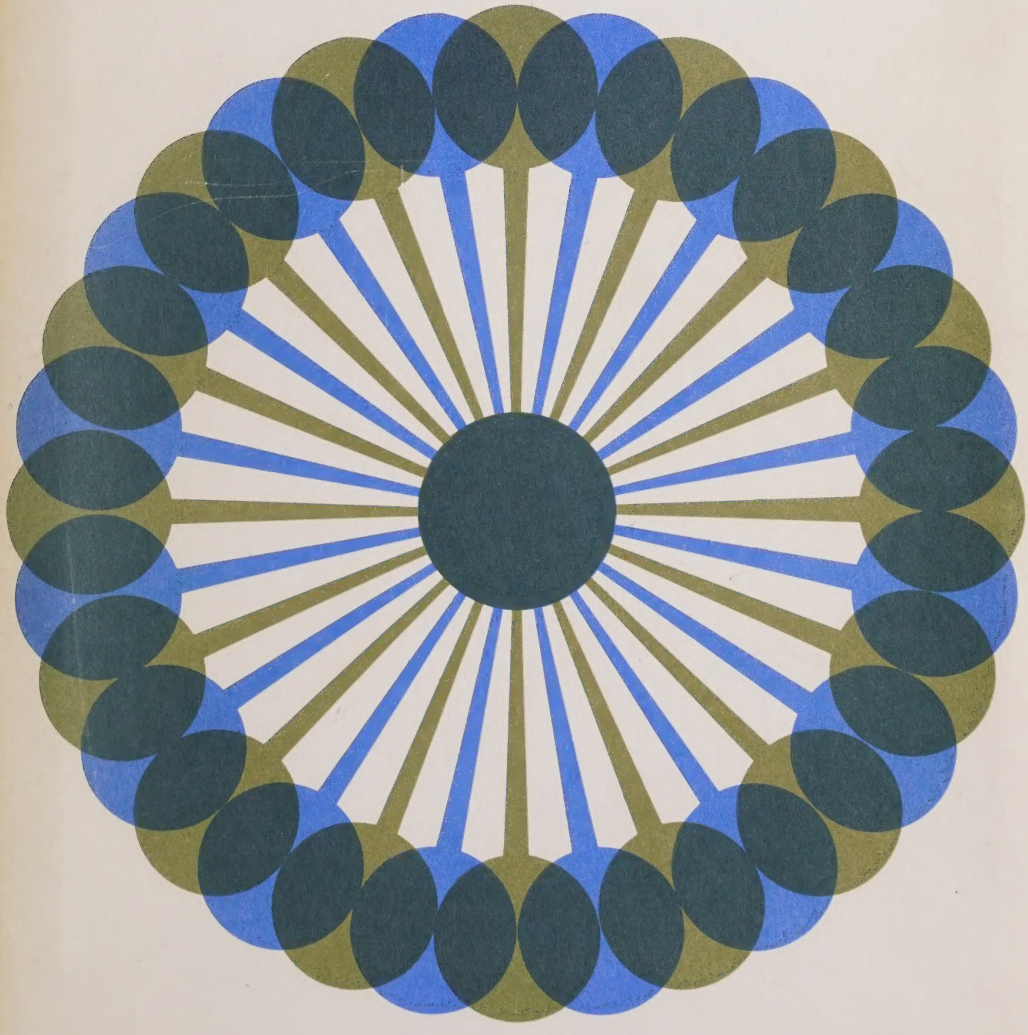
REFERENCE DESK

Programs Leading to University of Toronto Graduate Degrees in Education 1967-1968

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION



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The Ontario Institute

for Studies in Education

Toronto, Canada

Programs Leading to University of Toronto Graduate Degrees in Education 1967-68

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

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The Ontario Institute for Studies in Education

It has been said of education that "Tomorrow is with us, and we are all set for yesterday."

In a major move toward meeting this challenge, The Ontario Institute for Studies in Education was established as a new college, under an independent board of governors, by an Act of the Ontario Legislature in June, 1965. The Institute combines in an integrated structure the former Departments of Educational Research and Graduate Studies of the Ontario College of Education at Toronto, and the Ontario Curriculum Institute.

The objectives of the Institute are threefold:

- ☐ *To study matters and problems relating to or affecting education;*
- ☐ *To communicate the findings of research to practitioners, and to assist in their implementation;*
- ☐ *To conduct graduate programs in education.*

The Institute thus represents the recognition of the need to bring to bear substantially increased resources of staff and finances for the solution of educational problems, and for the preparation of increased numbers of promising men and women for leadership posts in education.

The Institute is organized into eight academic Departments, each concerned with a particular field of education: Educational Administration, Adult Education, Applied Psychology, Curriculum, Educational Foundations, Information and Data Systems, Measurement and Evaluation, and Educational Planning. The facilities of the Institute enable advanced graduate students to be involved directly in research programs in their particular field of scholarly interest.

The Institute has entered into an agreement of affiliation with the University of Toronto for purposes of programs of study leading to University of Toronto graduate degrees in education. These programs emphasize underlying theory and research in the various fields of education, as well as the application thereof. The study program of candidates for graduate degrees in education may also include offerings from other graduate departments of the University.

Graduate courses in education are offered both in the regular academic year and in summer session. While it is possible to complete residence requirements for the M.Ed. degree through attendance at summer sessions, varying periods of full-time study in regular sessions are required for other degrees. Certainly full-time study toward any graduate degree is much to be preferred to part-time study, and an increasing proportion of students are devoting themselves to full-time study at the master's level. Since graduate students in education tend to be somewhat older than those in other fields, ordinarily having already spent some years working professionally in education, full-time study for many presents financial difficulties. Each year, however, additional amounts of financial assistance become available for outstanding students through scholarships, fellowships, and assistantships, as outlined on pages 68 to 70.

Academic Calendar, 1967-68

1967

March 1-31 Advance enrolment for the 1967 Summer Session
Preparatory reading assignments available

April 17-28 Examinations, 1966-67 Regular Session

May 29–June 6 Spring Convocation

July 4 Summer Session Registration

July 5 First lectures of the Summer Session

July 8 Saturday. Lectures WILL be scheduled this Saturday only during the Summer Session

July 20 Last day for receiving applications for 1967-68 after-hours classes

August 9 Last day of lectures, Summer Session

August 10-11-12 Examinations, Summer Session

September 18 Regular Session Registration — 10 a.m.

September 25 Lectures begin

October 9 Thanksgiving Day. No lectures

November 24 Autumn Convocation

December 20 Last day of lectures before Christmas

1968

January 3 Lectures resume

January 8-9 Examinations in courses completed in the first half-year

January 8 Courses scheduled for the second half-year begin

March 1-31 Advance enrolment for the 1968 Summer Session

April 12 Good Friday

April 22-27 Examinations, 1967-68 Regular Session

May 29–June 7 Spring Convocation

Administrative Officers

THE UNIVERSITY OF TORONTO

President C. T. Bissell, M.A. PH.D. D.LITT. LL.D. F.R.S.C.

Vice-President & Provost M. St. A. Woodside, M.A. LL.D.

Registrar R. Ross, M.B.E. M.A.

Chief Librarian R. H. Blackburn, M.A. B.L.S. M.S.

SCHOOL OF GRADUATE STUDIES THE UNIVERSITY OF TORONTO

Dean E. Sirluck, M.B.E. M.A. PH.D.

Associate Dean, Division I (including Educational Theory) H. C. M. Eastman, A.M. PH.D.

Assistant Dean W. C. Winegard, M.A.SC. PH.D.

Secretary Miss J. E. Gordon, B.A.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

Director R. W. B. Jackson, B.A. PH.D. F.R.S.S.

Coordinator of Graduate Studies (Chairman, University of Toronto Graduate Department of Educational Theory) G. E. Flower, M.A. ED.D. F.C.C.T.

Assistant Coordinator of Graduate Studies C. C. Pitt, M.A. B.PAED. PH.D.

Coordinator of Research J. H. M. Andrews, M.A. PH.D.

Coordinator of Development K. F. Prueter, B.A. B.PAED. ED.D.

Administrative Assistant, Graduate Studies Miss Margaret Hambly, B.A.

Chief Librarian Miss Shirley K. Wigmore, B.A. M.L.S.

Academic Staff

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

(As of February, 1967, except where noted)

Department of Educational Administration

T. B. Greenfield, B.A. M.ED. PH.D.
Associate Professor and Acting Chairman of the Department

J. H. M. Andrews, M.A. PH.D.
Professor and Coordinator of Research

A. F. Brown, B.A. B.PAED. M.ED. PH.D.
Associate Professor

J. C. Croft, B.S. D.ED.
Associate Professor (as of July 1, 1967)

G. E. Flower, M.A. ED.D. F.C.C.T.
Professor and Coordinator of Graduate Studies

E. J. Haller, B.S. PH.D.
Assistant Professor

J. H. House, B.A. M.ED. PH.D.
Assistant Professor

E. Brock Rideout, B.A. M.ED.
Associate Professor

W. G. Roberts, M.ED. PH.D.
Assistant Professor

J. Glenn Scott, B.A. ED.D.
Assistant Professor, cross-appointed from the Office of the Coordinator of Graduate Studies

Department of Adult Education

J. R. Kidd, M.A. ED.D. LL.D.
Professor and Chairman of the Department

A. M. Tough, M.A. PH.D.
Assistant Professor

Department of Applied Psychology

F. G. Robinson, M.A. B.ED. PH.D.
Professor and Chairman of the Department

D. S. Abbey, M.A. PH.D.
Assistant Professor, and Assistant to the Coordinator of Research, cross-appointed to Scarborough College

D. P. Ausubel, M.A. M.D. PH.D.
Professor, cross-appointed to the Faculty of Medicine

S. M. Avital, M.SC. M.ED.
Lecturer, cross-appointed from Measurement and Evaluation (as of July 1, 1967)

Ann M. Borresen, M.A. ED.D.
Assistant Professor

D. W. Brison, M.A. ED.D.
Associate Professor, cross-appointed to the College of Education

H. I. Day, M.A. PH.D.
Associate Professor

R. C. Harris, B.A. M.ED.
Lecturer

D. R. Kennedy, B.A. M.ED.
Lecturer (as of July 1, 1967)

R. M. Laxer, M.A. PH.D.
Associate Professor, and Project Director of Special Education Program

A. M. Marcus, M.A.
Lecturer

Solveiga Miezitis, M.A.
Lecturer

H. G. Narrol, B.A. PH.D.
Associate Professor, cross-appointed to the Clarke Institute of Psychiatry

D. R. Olson, M.ED. PH.D.
Associate Professor

C. C. Pitt, M.A. B.PAED. PH.D.
Professor and Assistant Coordinator of Graduate Studies

Dorothy Shipe, M.A. PH.D.
Assistant Professor

E. V. Sullivan, M.A. PH.D.
Assistant Professor

F. S. Wilson, M.A. PH.D.
Associate Professor

Department of Curriculum

Marion D. Jenkinson, B.A. DIP.ED. PH.D.
Professor and Chairman of the Department
J. O. Fritz, B.COMM. M.A. M.SC. ED.D.
Professor
E. J. Ingram, M.ED. PH.D.
Associate Professor and Head of Field Services (as of July 1, 1967)
G. L. McDiarmid, B.ED. M.A. PH.D.
Assistant Professor
K. F. Prueter, B.A. B.PAED. ED.D.
Professor and Coordinator of Development
Hildred Rawson, B.A. M.ED.
Lecturer
I. D. Westbury, B.A. DIP.ED.
Lecturer

Department of Educational Foundations

W. Brehaut, M.A. ED.D.
Professor and Chairman of the Department
B. S. Crittenden, M.A. PH.D.
Associate Professor
M. B. Katz, A.B. A.M.T. ED.D.
Assistant Professor
J. J. Loubser, M.A. PH.D.
Associate Professor, cross-appointed from the Department of Sociology, University of Toronto
J. D. Myers, M.A.
Lecturer
T. J. Wigney, B.A. ED.M.
Lecturer

Department of Information and Data Systems

L. D. McLean, M.A. M.S. PH.D.
Associate Professor and Chairman of the Department
D. G. Crawford, M.A.
Lecturer
R. W. B. Jackson, B.A. PH.D. F.R.S.S.
Professor and Director of the Institute
R. G. Ragsdale, B.S. PH.D.
Assistant Professor

Department of Measurement and Evaluation

V. R. D'Oyley, B.A. ED.D.
Professor and Chairman of the Department

S. M. Avital, M.SC. M.ED.
Lecturer, cross-appointed to Applied Psychology (as of July 1, 1967)

S. A. Alvi, M.A. PH.D.
Lecturer

R. P. Bhargava, M.S. PH.D.
Associate Professor

M. Choynonski, M.A. PH.D.
Visiting Professor (as of July 1, 1967)

A. Even, B.SC. M.ED.
Lecturer

Dorothy M. Horn, M.A. ED.D.
Assistant Professor

S. B. Khan, B.SC. M.ED. PH.D.
Lecturer

I. N. Paraskeuopoulos, B.A. M.S. PH.D.
Assistant Professor (as of July 1, 1967)

R. E. Traub, M.ED. M.A. PH.D.
Assistant Professor

Department of Educational Planning

Cicely Watson, M.A. PH.D.
Professor and Chairman of the Department

M. L. Handa, M.A.
Lecturer

J. G. Heller, M.SC. PH.D.
Assistant Professor

J. W. Holland, B.A. M.S. PH.D.
Assistant Professor

Betty B. MacLeod, A.M.
Lecturer

W. Michelson, A.M. PH.D.
Assistant Professor, cross-appointed to the Department of Sociology, University of Toronto

C. St. John, M.A.
Lecturer

Other Members of OISE Senior Academic Staff

B. H. Buchanan, M.A. D.PSYCH.
Lecturer, Office of the Coordinator of Research
M. Dormer Ellis, B.A. P.ENG. M.ED.
Lecturer, Office of the Coordinator of Research
W. G. Fleming, B.A. ED.D.
Professor, Office of the Coordinator of Graduate Studies
Kathleen M. Hobday, M.A.
Lecturer, and Head of the Editorial Department
A. J. C. King, B.P.E. M.SC. ED.D.
Assistant Professor, Field Services
H. H. Russell, B.A. ED.D.
Professor, on leave until July 1, 1968
Shirley K. Wigmore, B.A. M.L.S.
Lecturer, and Chief Librarian

Other Members of the Graduate Department of Educational Theory, University of Toronto

H. O. Barrett, B.A. D.PAED. F.O.T.F.
Associate Professor of Educational Psychology and Assistant Dean, College of Education
D. F. Dadson, B.A. B.ED.
Dean, College of Education
R. S. Harris, M.A. PH.D.
Professor, and Principal of Innis College
M. D. Parmenter, M.A.
Professor of Guidance and Director of the Guidance Centre, College of Education
E. F. Sheffield, M.A. ED.D. F.C.I.S. F.R.C.G.S.
Professor, and Executive Vice-Chairman of the Committee of Presidents of Universities of Ontario
A. F. Skinner, M.A. B.SC. PH.D. F.E.I.S.
Professor of Education, College of Education
G. E. Tait, B.A. B.PAED. ED.D.
Professor of Elementary Education, College of Education

Associated Instructors

In addition to the regular members of staff already listed, the following are assisting in graduate programs during the 1966–67 Regular Session:

C. L. Bedal, B.A. M.ED.
Assistant Professor of Guidance, College of Education

B. Bolster, M.A.
Sessional Lecturer in Applied Psychology (part-time)

Joan E. Bowers, M.A. ED.D.
Inspector of Schools, Ontario Department of Education

Mrs. Catharine Campbell, M.S.W.
Chief Social Worker, Child and Adolescent Services, Clarke Institute of Psychiatry

A. L. Crowe, M.A. ED.D.
Sessional Lecturer in Applied Psychology (part-time)

Vera M. Good, M.A. ED.D.
Assistant Superintendent, Ontario Department of Education

D. M. Graham, B.A.
Field Consultant in Educational Administration

M. F. Grapko, M.A. PH.D.
Associate Professor and Acting Director, The Institute of Child Study

E. E. Huff, B.S.A. B.ED.
Director of Guidance, North York Board of Education

J. A. Linklater, B.A. M.ED.
Supervisor of Guidance, North York Board of Education

J. McCallum, M.A. PH.D.
Sessional Lecturer in Applied Psychology (part-time)

P. Manuel, B.A. M.ED.
Chairman of Guidance Services, St. Andrews Junior High School, North York Board of Education

C. Netley, M.A. PH.D.
Sessional Lecturer in Applied Psychology (part-time)

D. Paré, M.A.
Breboeuf High School, Willowdale

L. Pass, M.A. PH.D.
Sessional Lecturer in Applied Psychology (part-time)

C. E. Phillips, B.A. D.PAED.
Formerly Professor of Education and Director of Graduate Studies, Ontario College of Education

B. J. Quarrington, M.A. PH.D.
Associate Professor of Psychology and Assistant Professor of Psychiatry, Faculty of Medicine

S. Quazi, B.SC. DIP.T. & R.P.
Planning Officer in Educational Planning

E. J. Rosen, B.SC. M.D. C.M.
Chief, Child and Adolescent Services, Clarke Institute of Psychiatry
W. A. Scaldwell, B.A. M.ED.
London Board of Education and London Teachers' College
R. J. Sethna, B.A. M.SC. PH.D.
Sessional Lecturer in Applied Psychology (part-time)
H. Silverman, M.A. PH.D.
Sessional Lecturer in Applied Psychology (part-time)
J. A. Tuck, M.A. PH.D.
Director of Psychological Services, Rehabilitation Foundation for the Disabled
M. J. Vallery, M.A.
Director, Metropolitan Toronto School Building Project

General Requirements for Degrees

The Ontario Institute for Studies in Education offers, under the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Doctor of Education, Master of Arts, Master of Philosophy, and Doctor of Philosophy. Members of the academic staff of the Institute, together with professors from various departments of the University, constitute the Department of Educational Theory of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

Details concerning the various degree programs are outlined in the pages that follow. It should be noted that the staff and resources of the Institute are expanding rapidly, permitting the development of programs of considerable specialization in various fields of education. As indicated in the section *Programs Leading to Specialization in Education* (pages 7 to 30), several specialized programs are already carefully delineated; in other fields it is possible at this stage only to indicate the anticipated direction of development.

All graduate degree programs are subject to regulations of the School of Graduate Studies. What follows is an expansion of those regulations, as applied to graduate degree programs in Education.

Master of Education

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career in professional education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level.

ADMISSION REQUIREMENTS

☐ *A Bachelor of Arts or equivalent degree, either Honours or General, completed with second class standing or better in the final year, and acceptable to the Department of Educational Theory. (Depending on the make-up of the degree, and the student's intended field of*

specialization at the master's level, some prerequisite study may be required.)

☐ *A year of professional education for teaching, or the equivalent.*

☐ *At least one year of successful professional experience in education.*

Wherever possible, applicants for full-time study should file scores on the Miller Analogies Test at time of application. (See page 65.) Where an applicant may be accepted before taking this test, he will be expected to do so during his period of candidacy.

PROGRAM OF STUDY

☐ Eight half-courses, selected in accordance with the requirements for one or another of the various M.Ed. programs as described on pages 7 to 30.[1] Where appropriate to a student's program, a full course in some other Graduate Department of the University may be included as two of the eight half-courses.

☐ Each applicant must declare his intended field of specialization at time of application. At that time he will be assigned to a faculty advisor for that particular field, who will assist him in blocking out an appropriate program of study. While a student may change his field of specialization en route to the degree, such changes may result in a lengthened program.

☐ The M.Ed. program does not include a thesis. Full-time study, though desirable, is not required. A full-time student could complete the requirements for the M.Ed. in one academic year and one summer; fully-employed part-time students are permitted to enrol for up to two half-courses in each summer session, and one half-course (or, in exceptional cases, two half-courses) in each academic year.

☐ Ordinarily no courses can be credited toward the degree which were completed more than six calendar years earlier than the date of the degree. If a candidate does not complete requirements for the degree within six calendar years from his acceptance to candidacy, his candidacy will lapse.

☐ Applicants who have credit for appropriate graduate courses in education at another university, beyond requirements for admission as an M.Ed. candidate, may be granted advanced standing for not more than two half-courses in their M.Ed. program, provided those courses were not credited toward another degree. Similarly it is possible in the individual case, with the prior approval of the student's faculty advisor and the Coordinator of Graduate Studies, to plan an

[1]*Students enrolled in University of Toronto B.Ed. or M.Ed. programs prior to the 1966 Summer Session are referred to the statement on pages 72 to 73.*

M.Ed. program in such a way that the equivalent of up to two half-courses of the required work may be undertaken at another university.

Master of Arts

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the doctoral level are advised to apply for enrolment in an M.A. program rather than in an M.Ed. program.

ADMISSION REQUIREMENTS

The ordinary requirements for admission to a one-year M.A. program as outlined under *Program of Study* below are:

- ☐ *An Ontario Honours Bachelor of Arts or equivalent degree, with I or II class standing in the final year. (Depending on the make-up of the degree, and the student's intended field of specialization at the master's level, some prerequisite study may be required.)*
- ☐ *A year of professional education for teaching, or the equivalent.*
- ☐ *At least one year of successful professional experience in education.*

Applicants with qualifications as above, except that their undergraduate degree is an Ontario General degree or equivalent rather than an Honours degree, may be admitted to an M.A. program extended to include a partial prerequisite year. Ordinarily this additional study will consist of the equivalent of two-thirds of a year of course work, as prescribed for the student's field of specialization in the light of his own particular background. Such courses may be undergraduate or graduate. They may be undertaken as a part-time student.

In some fields of specialization an applicant with an Ontario Honours degree or equivalent, with first or second class standing in the final year, may be admitted without professional education for teaching or professional experience in education, providing the degree was in a field directly relevant to the intended field of specialization. In such cases some additional course work in Educational Theory may be prescribed.

Wherever possible, applicants should file scores on the Miller Analogies Test at time of application. (See page 65.) Where an applicant may be accepted before taking this test, he will be expected to do so during his period of candidacy.

PROGRAM OF STUDY

Each applicant must declare his intended field of specialization at time of application. At that time he will be assigned to a faculty advisor for that particular field, who will assist him in blocking out an appropriate program of study. While in some fields of specialization additional requirements have been established, the general requirements for the M.A. in the Department of Educational Theory are as follows:

- ☐ One academic year of full-time resident study. Prerequisite work, where required, may be taken part-time. For example, the extended course program of applicants holding the General degree or equivalent may be spread over two summer sessions and the intervening academic year, should all prerequisite work not have been completed before the academic year of full-time study.

- ☐ Six half-courses, selected in accordance with requirements in the particular field of specialization, plus a thesis. Where appropriate to a student's program, a full course in some other Graduate Department of the University may be included as two of the six half-courses.

- ☐ Ordinarily no course work will be credited toward the degree which was completed more than six calendar years earlier than the date of the degree. If a candidate does not complete requirements for the degree within six calendar years from his acceptance to candidacy, his candidacy will lapse.

- ☐ Applicants who have credit for appropriate graduate courses at another university beyond requirements for admission as an M.A. candidate, provided those courses were not credited toward another degree, may be granted advanced standing for not more than two half-courses in their M.A. program.

Master of Philosophy

Individual candidates may be accepted under regulations set forth in the *Calendar of the School of Graduate Studies.*

Doctor of Philosophy

This degree, the highest earned degree of the University of Toronto, is designed to provide opportunities for advanced study in the

theoretical foundations of education as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the *Calendar of the School of Graduate Studies.* Information given below is a supplement to those regulations, as they apply in the Department of Educational Theory.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information concerning specialized fields of study and specific requirements for those fields see pages 7 to 30.

ADMISSION REQUIREMENTS

- ☐ *The University of Toronto M.A. in Educational Theory or equivalent, with high standing. Ordinarily the M.A. will have been in the field of education in which the student proposes to pursue a Ph.D. program.*
- ☐ *Promising scores on the Miller Analogies Test and the Aptitude Test of the Graduate Record Examinations. Wherever possible applicants should file scores on both these tests at time of application. (See page 65.) Where an applicant may be accepted before taking these tests, he will be required to take them early in his period of resident study, and the scores he obtains will be one of the factors considered in the decision as to whether or not his candidacy should be extended beyond that initial period of study.*
- ☐ *Further evidence of scholarly proficiency satisfactory to the Department of Educational Theory and advisors in the particular field of specialization. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly professional potential.*
- ☐ *The holder of the University of Toronto M.Ed. with high standing may be admitted to Ph.D. candidacy following a period of pre-doctoral study under the direction of an advisor in his intended field of specialization. The nature and duration of such pre-doctoral study will vary according to the background and experience of the individual student, but will be such that it, plus the M.Ed. already completed, will be equivalent in depth and breadth to what the student would have completed had he undertaken an M.A. program in the same field. Normally such pre-doctoral study will include course work and research training as may be required to lead to the completion of an independent research project acceptable to the*

Department of Educational Theory. It is possible for such pre-doctoral study to be completed through summer and other part-time study.

PROGRAM OF STUDY

Each applicant must declare his field of specialization at time of application. At that time he will be assigned to a faculty advisor who will assist him in blocking out an appropriate program of study. While in some fields of specialization additional requirements have been established, the general requirements for the Ph.D. in the Department of Educational Theory are as follows:

- ☐ Two academic years of full-time resident study, beyond the University of Toronto M.A. or equivalent.
- ☐ A Major (normally four half-courses in weight) in the student's field of specialization, and two Minors (normally each two half-courses or one full course in weight), at least one of which must be taken in another Graduate Department of the University.
- ☐ A thesis embodying the results of original investigation, conducted by the student under the direction of one or more members of the Department of Educational Theory named for the purpose by the Coordinator of Graduate Studies. The thesis must constitute a significant contribution to the knowledge of the field of study. A student must declare the topic of his thesis for approval of the Department of Educational Theory as early as possible in the first year of study beyond the M.A. If the Department has not been able to forward such an approved topic to the School of Graduate Studies by April 1, that academic year cannot be counted as one of the required years of residence.
- ☐ A final University of Toronto Senate oral examination on the content and implications of the thesis, to determine both the adequacy of the thesis and of its defence by the candidate.
- ☐ An adequate knowledge of one other modern language in addition to English; ordinarily this will be French.

Doctor of Education

Regulations for the degree of Doctor of Education appear on pages 25-27 of the *Calendar of the School of Graduate Studies for 1966-67*.

No new candidates for this degree are currently being accepted. Persons wishing to pursue doctoral study in the field of Education should apply for admission to Ph.D. candidacy in the Department of Educational Theory.

Programs Leading to Specialization in Education

Within each department of The Ontario Institute for Studies in Education specialized degree programs in various sub-fields have been delineated and are described below. Applicants for admission to graduate study in education must declare their intended field of specialization at time of application; on acceptance they will be assigned to a faculty advisor for that particular field. With him they will block out an appropriate program of study in keeping with their professional interests and the specific requirements for the field of specialization in which they are working.

Master of Education for Special Purposes

It is anticipated that most M.Ed. candidates will be enrolled in one or another of the several specialized programs as outlined in the pages that follow. The professional interests and needs of some students, however, may not correspond with the purposes and plans of study of any of those programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name the field in which their interests tend *mainly* to lie, and will be assigned to an appropriate faculty advisor. With him they will work out a suitable program of eight half-courses.

To provide some measure of concentration, if not specialization, three of the eight half-courses ordinarily will be drawn from a single field. But the student, with his advisor, will be free to organize a highly individualized program suited to his particular needs and interests.

Programs of Specialization in the Department of Educational Administration

(Acting Chairman of the Department: Professor T. B. Greenfield)

Master of Education with Specialization in Educational Administration

This program is designed primarily for persons seeking to prepare themselves for positions of leadership as practising school administrators in schools or school systems. Teacher education and experience is a requirement for admission.

The program consists of eight half-courses as follows:

1011 Theories in Administration
1013–14 Supervisory Relationships
1015–16 Program Organization
1660 Introduction to Empirical Research in Education

Two elective half-courses, chosen with the individual's background and special interests in mind, and related to either the process of administration or to the purposes and programs of educational institutions. Courses offered by the Departments of Applied Psychology, Curriculum, Measurement and Evaluation, or other departments, may be chosen to obtain these electives. The student may also choose electives from among the other master's level courses offered by the Department of Educational Administration.

Master of Arts with Specialization in Educational Administration

This program is designed primarily for persons seeking advanced study including research training in educational administration. It is particularly recommended for students anticipating the possibility of further study at the doctoral level. Teacher education and experience is not a requirement for admission.

In addition to a master's thesis, the program consists of:

1011 Theories in Administration
1013 Supervisory Relationships
1015 Program Organization
1660 Introduction to Empirical Research in Education
1666 Basic Concepts of Statistics

One elective half-course, related to the master's thesis or to an area of intended specialization to be pursued at the doctoral level.

1010 Seminar in Educational Administration (non-credit)

Doctor of Philosophy with Specialization in Educational Administration

In addition to the major thesis and other requirements as described on pages 4 to 6, the normal pattern of course requirements for this degree in the field of Educational Administration is as follows:

Major in Educational Administration:

3011 Organization Theory in Education

Three elective half-courses to be chosen from the following:

3012 The Social Context of Educational Institutions
3013 Dynamics of Organizational Behaviour
3013–14 Dynamics of Organizational Behaviour
3015–16 Developmental Projects Seminar
3017 Economic Problems in Educational Administration
3018 The Politics of Education
3019 Emerging Problems in Educational Administration
3052 Individual Reading and Research in Administration: Doctoral Level

First Minor in Research Methods:

3010 Symposium in Research (non-credit)
3050 Research Seminar in Educational Administration
3666 Intermediate Statistics and Research Design

or

Another approved course in statistics.

Second Minor:

A full course in some other department of the School of Graduate Studies, selected in relation to the student's specialized interest.

Programs of Specialization in the Department of Adult Education

(Chairman of the Department: Professor J. R. Kidd)

Programs of specialized study in adult education are available at the master's and doctoral levels. They are designed to further the competence of men and women whose professional interests include teaching, planning, or administration in programs of education and training for adults. Students come from a variety of agencies and several countries.

Each student's program of specialized study is worked out largely on an individual basis in keeping with the student's background and interests. In addition to courses in adult education, the student's program may include courses in administration, higher education, measurement, philosophy, psychology, research design, curriculum, sociology, or other subjects that will further his particular professional interests. He may also take a graduate course in some other department of the School of Graduate Studies.

Training directors and others involved in training and development in business, industry, government, and other organizations may be interested in a special program in manpower development, leading to a Master of Education degree. A printed description of this M.Ed. program, and further information, may be obtained from the Department of Adult Education.

Consideration is also being given to the possibilities of a special certificate program. Inquiries should be directed to Professor J. R. Kidd.

Master of Education with Specialization in Adult Education

The normal M.Ed. program with specialization in Adult Education consists of ten half-courses. However, students who have completed a year of professional education for teaching, or the equivalent, ordinarily take only eight half-courses.

The student's courses usually include the following, although these normal requirements may be modified to suit a student's particular interests and needs:

1100 Survey of Adult Education

Three other half-courses in Adult Education.

1660 Introduction to Empirical Research in Education

or

1666 Basic Concepts of Statistics

Five (or three) electives to be selected with the approval of the student's faculty advisor.

Master of Arts with Specialization in Adult Education

In addition to the master's thesis, the student's program of six half-courses usually includes the following, although these normal requirements may be modified to suit a student's particular interests and needs:

1102 Research Seminar in Adult Education: Master's Level

Two other half-courses in Adult Education.
One appropriate half-course in statistics and research design (usually 1666 — Basic Concepts of Statistics).

Doctor of Philosophy with Specialization in Adult Education

Regulations governing the Ph.D. program are outlined on pages 4 to 6. The Major in Adult Education normally consists of 3102–03 — Research Seminar in Adult Education, and two other half-courses in Adult Education, one of which may be a 3152 course in the field of the dissertation. One of the two required Minors is frequently made up of half-courses in statistics and research design necessary to support the proposed research project. These normal requirements may be modified, however, to suit a student's particular interests and needs.

Programs of Specialization in the Department of Applied Psychology

(Chairman of the Department: Professor F. G. Robinson)

The Department of Applied Psychology offers specialized programs in the following areas:

Educational Psychology
Guidance and Counselling
School Psychology
Special Education

Educational Psychology

Master of Education with Specialization in Educational Psychology

The program for this degree is designed primarily for practitioners who have a concern for the application of psychology to the educational enterprise in general. Eight half-courses are required, at least six of which should be selected from courses in the Department of Applied Psychology in consultation with the student's advisor.

Master of Arts with Specialization in Applied Psychology (Educational Psychology Option)

The M.A. and Ph.D. with specialization in Applied Psychology (Educational Psychology Option) are intended to prepare students for careers in teaching and educational research, with a psychological orientation, in research institutes, faculties of education, school board research departments, and other research settings.

Admission to the M.A. program ordinarily requires a background as follows:

- ☐ Undergraduate courses in: (a) learning and motivation, (b) experimental psychology, (c) perception, (d) developmental psychology, (e) personality, (f) social psychology, (g) statistics and research design, (h) tests and measurement, or individual differences.
- ☐ At least one graduate half-course in education from the following fields: (a) philosophy of education, (b) comparative education or history of education, (c) sociology of education. If necessary, this half-course may be taken during the M.A. year.
- ☐ Practical teaching experience would be helpful but is not essential. Students lacking such experience will be provided with an appropriate supervised experience in working with teachers and pupils in a school setting during the M.A. year.

It is intended that the M.A. program will accommodate students with a variety of backgrounds. Honours psychology graduates will normally be able to enter the M.A. year directly, or after completing the education prerequisite mentioned above. Practising teachers and others with less than eight psychology courses can arrange to make up these deficits either in the Department of Applied Psychology or in the psychology department of an accredited university. In some cases such students may be advised to work out a complete two-year M.A. program within the Department of Applied Psychology. The education prerequisites and some make-up courses are available in the summer.

In addition to the thesis, the M.A. program consists of the following six half-courses:

1206 Seminar: Learning and Cognitive Processes in Education
1207 Seminar: Motivation in Education
3207 Research Seminar in Child Development
or
3208 Research Seminar in Adolescent Development

One half-course in statistics if required (M.A. graduates are expected to perform at the level of 3666 – Intermediate Statistics and Research Design).

Options from:

1209 Seminar: Social Psychology in Education

1208 Seminar: Personality Development in Relation to Education

1263 Research Seminar in Counselling

1223 Educational Applications of Psychology of Communication

Any other graduate half-course approved by the Department.

Students are also expected to participate in colloquia and informal research meetings organized by the Department.

Doctor of Philosophy with Specialization in Applied Psychology (Educational Psychology Option)

Students intending to proceed to the degree of Doctor of Philosophy should normally enter at the B.A. level and undertake the three-year course, the first year of which was described under the heading *Master of Arts with Specialization in Applied Psychology (Educational Psychology Option)* (p. 12). However, a limited number of outstanding students holding an appropriate master's degree will be admitted to the second year of the doctoral program.

In addition to the doctoral thesis and other requirements for the Ph.D. described on pages 4 to 6, the program for the second and third years consists of eight half-courses as follows:

☐ A Major, consisting of one of the 3200 series research seminars, plus one or two other supporting half-courses, making up a total of at least three half-courses in one of the following areas: learning and cognitive processes; motivation; developmental psychology; social psychology.

☐ A First Minor, normally consisting of three appropriate half-courses within the Department of Educational Theory.

☐ A Second Minor, ordinarily consisting of a full course in another department of the School of Graduate Studies. In some cases students who have already completed appropriate graduate courses in some other university department may take the Second Minor within the Department of Educational Theory.

Guidance and Counselling

Master of Education with Specialization in Guidance

The purpose of this program is to help meet the need for increasing numbers of well-prepared practitioners in the field of guidance. The program has been worked out with officials from the Ontario Department of Education so that, in addition to leading to the degree of Master of Education, it may also lead to Province of Ontario Guidance Certificates for Ontario teachers.

Admission to the M.Ed. program with a specialization in Guidance ordinarily requires a background as follows:

☐ Three undergraduate courses in Psychology, taken within the last ten years, covering the following areas: Child and Adolescent Development, and two of Personality Theory, Social Psychology, Educational Psychology, Sociology, Anthropology, Economics.

or

☐ Satisfactory completion of a summer program of qualifying work at OISE, to include areas listed above.

The program consists of eight half-courses as follows:

1260 Introduction to Guidance

1261 Group Work in Guidance

1266 Theories of Vocational Development with Educational and Occupational Information

1610 Introduction to Measurement and Evaluation for Guidance Personnel

1202–03 Theories and Techniques of Counselling, with Practicum

Two elective half-courses, selected to meet the needs of the individual, from a wide range of courses including the following:

1204 Introduction to Personality Theory as Applied to Education

1205 Individual Intellectual Assessment

1206 Seminar: Learning and Cognitive Processes in Education

1215 Seminar: Group Processes

1262 Organization and Administration of Guidance Services

1263 Research Seminar in Counselling

1265 Advanced Work in Guidance

1302 Recent Developments in Elementary Education

1303 Recent Developments in Secondary Education

1314–15 Diagnosis and Remedial Techniques

1611 Essentials of Psychological Testing for Guidance Personnel

1267–68 Seminar: Internship in Counselling

1284 Behaviour Disorders in Relation to Education

1660 Introduction to Empirical Research in Education

1666 Basic Concepts of Statistics

Other appropriate courses and seminars.

Master of Arts with Specialization in Applied Psychology (School Consultant Option)

Details of this program are listed on page 17. A student may take such a program with special emphasis on guidance and counselling.

Doctor of Philosophy with Specialization in Applied Psychology (School Counselling Option)

The program for this degree is designed to prepare counselling psychologists to work in schools, colleges and institutes of education as members of the faculty; on school boards as specialists in in-service training and psychological services; in vocational rehabilitation centres as senior personnel; and in university settings as counselling psychologists.

The admission requirements are similar to those for the Master of Arts, with specialization in Applied Psychology (Educational Psychology Option). This is a three-year program and the candidate will not normally be granted a Master of Arts degree at the end of the first year. However, under certain circumstances, it will be possible for a student at the end of the first year to enrol in an M.A. program with a School Counselling Option, a program which will consist of additional course work and a thesis. With additional make-up work, it may also be possible to transfer to other doctoral programs in the Department. The three years of residence include three academic years and four summers of required work either in summer session or in a supervised internship setting. Candidates will ordinarily begin the program in the summer session (July-August) prior to the opening of the regular academic year.

FIRST SUMMER AND FIRST ACADEMIC YEAR

The program for this period consists of eight half-courses selected from among the following:

1206 Seminar: Learning and Cognitive Processes in Education
1207 Seminar: Motivation in Education
3207 Research Seminar in Child Development
or
3208 Research Seminar in Adolescent Development
One half-course in statistics if required (first year Ph.D. students are expected to perform at the level of 3666 — Intermediate Statistics and Research Design).
or
1263 Research Seminar in Counselling
1610 Introduction to Measurement and Evaluation for Guidance Personnel
1208 Seminar: Personality Development in Relation to Education
1220 Seminar in Counselling: Theory and Application
1215 Seminar: Group Processes
1266 Theories of Vocational Development with Educational and Occupational Information

SECOND AND THIRD ACADEMIC YEARS AND SUMMERS

In addition to the doctoral thesis and other requirements for the Ph.D. described on pages 4 to 6, the program for the second and third years consists of the following:

A Major consisting of:

3215–16–17 Research Seminar and Practicum in Counselling
Three months' paid internship in supervised settings during second, third, and fourth summers.

1263 Research Seminar in Counselling (if not taken previously)

A First Minor consisting of the following courses:

An advanced statistics course (if required).

1219 Use of Testing Information in Counselling

One half-course in the philosophy, history, or sociology of education.

A Second Minor ordinarily consisting of one full course in some other department of the School of Graduate Studies. In some cases students who have already completed graduate courses in some other university department may take the Second Minor within the Department of Educational Theory.

School Psychology

Master of Arts with Specialization in Applied Psychology (School Consultant Option)

This program is designed (a) as a terminal program to develop knowledge and skills in the diagnosis and remedial treatment of learning and adjustment problems in school settings or, (b) for outstanding candidates, as one stage in the progression toward the Ph.D. in Applied Psychology (School Psychology Option). The Psychologists' Registration Act in Ontario does not permit the use of the term "psychologist" without a doctoral degree in Psychology. Consequently, students planning a career in School Psychology are advised to consider the three-year Ph.D. program as the preferred route for professional preparation.

Admission requirements are similar to those for the Master of Arts degree with specialization in Applied Psychology (Educational Psychology Option). However, since the program will provide professional orientation, a large proportion of any make-up work required may take this orientation into account.

The program normally requires two summers and one academic year beyond the requirement for admission to the Master of Arts with specialization in Applied Psychology (Educational Psychology Option) degree sequence.

The program consists of the following courses:

1211–12–13 Research Seminar and Practicum in School Psychology

1215 Seminar in Group Processes

1216 Psycho-Educational Appraisal (for candidates with psychology background)

or

1205 Individual Intellectual Assessment (for candidates with teaching background)

1206 Seminar: Learning and Cognitive Processes in Education

An appropriate option from a wide range of courses in personality, special education, counselling, tests and measurement, and other areas.

A master's thesis and a suitable course in statistics and experimental design

or

A minor thesis and additional course work as prescribed for the individual candidate.

Doctor of Philosophy with Specialization in Applied Psychology (School Psychology Option)

Admission requirements are similar to those for the Master of Arts with specialization in Applied Psychology (Educational Psychology Option).

This is a three-year program and the candidate will not normally be granted a Master of Arts degree at the end of the first year. However, under certain circumstances, it will be possible at the end of the first year for a student to enrol in an M.A. program consisting of additional course work and a thesis. With additional make-up work, it may also be possible to transfer to other doctoral programs in the Department. The three years of residence include three academic years and four summers of required work either in summer session or in supervised internship settings. Candidates will ordinarily begin the program in the summer session (July-August) prior to the opening of the regular academic year.

FIRST SUMMER AND FIRST ACADEMIC YEAR

The program for this period consists of the following:

1206 Seminar: Learning and Cognitive Processes in Education
1207 Seminar: Motivation in Education
3207 Research Seminar in Child Development
or
3208 Research Seminar in Adolescent Development

Five half-courses selected from among the following:

One half-course in statistics, if required (first year Ph.D. students are required to perform at the level of 3666 – Intermediate Statistics and Research Design).

1211–12–13 Research Seminar and Practicum in School Psychology
1215 Seminar: Group Processes
1216 Seminar: Psycho-Educational Appraisal

SECOND AND THIRD ACADEMIC YEARS AND SUMMERS

In addition to the doctoral thesis and other requirements of the doctoral program described on pages 4 to 6, the program of the second and third years consists of the following:

A Major consisting of:

3202–03–04 Research Seminar and Practicum in School Psychology

Supervised paid internship during the second, third, and fourth summers.

One half-course in the philosophy, history, or sociology of education.

A First Minor consisting of two of the following half-courses:

1214 Seminar: Sensory and Perceptual Processes in Education

1217 Concepts, Philosophies, and Techniques of Behaviour Modification

1220 Seminar in Counselling: Theory and Practice

1218 Personality Assessment

1209 Seminar: Social Psychology and Education

1208 Seminar: Personality Development in Relation to Education

3207 Research Seminar in Child Development

or

3208 Research Seminar in Adolescent Development

Other courses approved by the Department.

A Second Minor ordinarily consisting of one full course in some other department of the School of Graduate Studies. In some cases students who have already completed graduate courses in some other university department may take the Second Minor within the Department of Educational Theory.

Special Education

Master of Education with Specialization in Special Education

Students enrolling in this program are ordinarily expected to have had at least three recent undergraduate courses in Psychology or the equivalent. When such is not the case, the following prerequisite work is required, in addition to the regular degree program:

1200 Introduction to Educational Psychology

1201 Child and Adolescent Psychology

or

Satisfactory completion of the summer program of qualifying work referred to under the prerequisites for the program for the Master of Education with specialization in Guidance, page 14.

The regular program for the M.Ed. degree with specialization in Special Education consists of eight half-courses as follows:

GROUP A

1610 Introduction to Measurement and Evaluation for Guidance Personnel

or

1205 Individual Intellectual Assessment

GROUP B

Two half-courses selected from:

1280 Exceptional Children and Youth
1281 The Mentally Retarded and Slow Learner
1282 The Physically Handicapped
1283 Psychology and Education of the Gifted
1284 Behaviour Disorders in Relation to Education
1285 Children with Special Learning Disabilities

GROUP C

Four half-courses selected from:

1013 *or*
1013–14 Supervisory Relationships
1202–03 Theories and Techniques of Counselling, with Practicum
1204 Introduction to Personality Theory as Applied to Education
1206 Seminar: Learning and Cognitive Processes in Education
1300–01 Foundations of Curriculum Development
1302 Recent Developments in Elementary Education
1303 Recent Developments in Secondary Education
1314–15 Diagnosis and Instructional Techniques
1252 Individual Reading and Research in Applied Psychology: Master's Level

Any other course from A or B above.

GROUP D

One elective half-course.

GENERAL NOTE

It is hoped that virtually all M.A. and Ph.D. candidates in the Department of Applied Psychology will hold Graduate Assistantships. This provides supervised experience in formulating research hypotheses and training in research methodology.

Where possible, it is desirable that the student wishing to enter any of the programs offered by the Department will consult with staff members in that area to explore the student's suitability and to consider possible modification of the program to meet individual needs.

Programs of Specialization in the Department of Curriculum

(Chairman of the Department: Professor Marion D. Jenkinson)

Programs in this Department are designed for students with particular interest in curriculum. By appropriate selection of courses in consultation with his faculty advisor, the student may specialize in various aspects of curriculum development, or in specific teaching fields, such as reading. Considerable latitude is left for the choice of electives, including appropriate courses in other departments of the School of Graduate Studies. It is anticipated that additional courses in the field of curriculum and instructional techniques will be offered in future years.

Master of Education with Specialization in Curriculum

The program consists of eight half-courses as follows:

1300–01 Foundations of Curriculum Development

Two of:

1200 Introduction to Educational Psychology

1600 Introduction to Measurement and Evaluation

1660 Introduction to Empirical Research in Education

Four elective half-courses, chosen with the individual's background and interests in mind, and approved by his faculty advisor. These may be selected from course offerings in the Department of Educational Theory, or in another department of the School of Graduate Studies.

Master of Arts with Specialization in Curriculum

In addition to the master's thesis, the program consists of six half-courses as follows, although the precise pattern may be varied when the student blocks out his individual program with his faculty advisor:

1300–01 Foundations of Curriculum Development

1200 Introduction to Educational Psychology

1600 Introduction to Measurement and Evaluation

1660 Introduction to Empirical Research in Education

or

1666 Basic Concepts of Statistics

One elective half-course.

In order to ensure a proper breadth of knowledge about education, candidates who are required to do prerequisite course work for admission to the M.A. program will be expected to include graduate half-courses from other departments in OISE.

Doctor of Philosophy with Specialization in Curriculum

Doctoral candidates specializing in curriculum must have demonstrated competence in teaching or appropriate field work for a period of at least two years before the degree is awarded.

Doctoral candidates must also have completed the courses listed for the Master of Arts degree in Curriculum or their equivalent.

In addition to the major thesis and other requirements as described on pages 4 to 6, the normal pattern of study for this degree is as follows:

A Major in Curriculum:

3300 Research Seminar in Curriculum and Instruction

3301 Symposium in Research in Curriculum and Instruction

Two additional half-courses to be selected, one of which must be a further course in statistics if such a course is essential to the student's thesis.

A First Minor in this or another department of OISE, consisting of two half-courses to be selected.

A Second Minor:

A full course in some other department of the School of Graduate Studies, selected in relation to the student's specialized interests.

Programs of Specialization in the Department of Educational Foundations

(Chairman of the Department: Professor Willard Brehaut)

This Department at present includes the fields of History of Education, Philosophy of Education, and Sociology of Education. The following programs are being offered:

- ☐ M.A. in History of Education
- ☐ Ph.D. in History of Education
- ☐ M.A. in Philosophy of Education
- ☐ Ph.D. in Philosophy of Education
- ☐ Individualized programs with specialization in Sociology of Education (see page 30).

This Department does not offer specialized M.Ed. programs; it does, however, participate in the program leading to the Master of Education for Special Purposes (see page 7).

History of Education

Master of Arts and Doctor of Philosophy
with Specialization in History of Education

The program leading to the M.A. in the history of education is designed to be completed in one year by students with an undergraduate honours degree in history. Furthermore, the course is conceived as the first year of a program leading to the Ph.D. in the history of education.

Students should note that the program outlined below is flexible. With the exception of courses 1419–20 and 3419–20, substitutions may be made with the consent of the student's advisor in order to meet special interests and needs. Alterations in the program as outlined below are anticipated, particularly in the following cases:

a Students without teaching or other work experience in education will be required to gain some knowledge of the nature and problems of contemporary schools. The specific requirements will be worked out individually for each student with his advisor. They may include courses in other departments of the Institute, school visits, individual reading or other appropriate experiences.

b Students with exceptionally strong backgrounds in history may be allowed to substitute courses in other parts of the Institute or Graduate School for some of the required courses in the History Department.

c Students with special interests may be allowed to substitute relevant courses for some of the required courses in the History Department.

d Students without the equivalent of an honours degree in history may be required to take preliminary courses before being admitted to degree candidacy.

YEAR 1 LEADING TO M.A.

☐ 2 half-courses in the history of education.

☐ 1 full course in the History Department. (See points **b** and **c** above.)

1419–20 This seminar is a full course. It includes discussion of issues in historiography, practice in analysing historical documents and supervised experience in historical research. The development of a minor thesis at the M.A. level, on a carefully delimited topic, will be one of the requirements of the course. The course will be divided into small sections, and each student's section instructor will be his advisor.

YEAR 2

3419–20 This seminar is a full course. It is limited to doctoral students in the history of education and includes issues and exercises similar to those covered in 1419–20, but at an advanced level.

☐ 1 full course in the History Department.

☐ 1 full course to be decided with advisor.

YEAR 3

Fall:

☐ Independent reading.

☐ Comprehensive examination on student's special fields.

☐ Formulation and presentation of thesis topic.

Spring:

☐ Begin work on thesis.

Students should note that in many cases a fourth year will probably be necessary to finish the thesis and take the Senate oral examination.

Philosophy of Education

Master of Arts and Doctor of Philosophy with Specialization in Philosophy of Education

Master of Arts with Specialization in Philosophy of Education

a Candidates will be admitted to a one-year course for this degree provided philosophy has been a major subject in their bachelor's degree. The honour philosophy courses offered by the University of Toronto will be taken as the standard for assessing the extent and level of work done in philosophy by graduates from other universities. In certain cases, some additional course work or reading in philosophy may be required.

b Candidates who are accepted for this degree but who do not have an adequate background in philosophy will be required to undertake a preliminary year of study, mainly in philosophy.

c Candidates, in either section **a** or **b**, who have no teaching or other work experience in education will be required to gain some knowledge of the nature and problems of contemporary schools. The specific requirements will be worked out individually for each student with his advisor. They may include courses in other departments of the Institute, school visits, individual reading or other appropriate experiences.

d Students who intend to proceed to the Ph.D. may be required to take a written examination in philosophy at the beginning of the year leading to the M.A. Details of the examination (including a syllabus of topics and readings) will be sent to the students concerned at the time their application is accepted. The main purpose of the examination is to provide a guide in planning the student's courses.

PRELIMINARY YEAR FOR M.A. (WHERE NECESSARY)

☐ 4 honour courses in the Philosophy Department. Choice from among the following:
420 (Social and Political Ethics) *or* 421 (Ethical Problems: Seminar); 422 (Modern Philosophy); 425 (Analytical Philosophy); 426 (Philosophy of Religion) *or* 424 (Philosophy of History) *or* 427 (Philosophy of Science).

☐ 1 half-course from history or sociology or psychology of education, or curriculum.

ONE-YEAR PROGRAM LEADING TO M.A.

☐ 1 full course in philosophy of education.
☐ 1 half-course in philosophy of education.
☐ 1 half-course in either history or sociology or psychology of education, or curriculum.
☐ 1 full course in the Philosophy Department.
☐ A minor thesis. (The possibility of permitting some students to substitute additional course work for the thesis is under discussion.)

Doctor of Philosophy with Specialization in Philosophy of Education

☐ The usual requirement for admission to this degree is an M.A. with specialization in philosophy of education in which the student has maintained a minimum average of high second class (or its equivalent) and has demonstrated his ability to do independent and critical work.

☐ Students who have an M.A. in philosophy may also be admitted provided they have reached the standard specified above. In addition to the following, they will usually be required to take one full course or two half-courses in philosophy of education and two half-courses in other programs of the Institute.

☐ Students are required to submit a thesis proposal to their course advisor by the end of October of Year 2. The comprehensive examination (Year 3) will give special emphasis to the area within which the topic falls.

The normal structure of the course is as follows:

YEAR 2
(COUNTING THE ONE-YEAR COURSE FOR M.A. AS YEAR 1)

- ☐ 1 full course in philosophy of education.
- ☐ 1 half-course in practice of philosophical criticism (3454).
- ☐ 1 full course in the Graduate Department of Philosophy (choice to be made with particular reference to probable thesis area).
- ☐ 1 half-course in history or sociology or psychology of education, or curriculum.

YEAR 3

- ☐ Preparation for comprehensive examination in philosophy of education (including general work in philosophy). The examination may be written or oral.
- ☐ Detailed preparation of thesis topic. Formal evaluation of thesis topic.
- ☐ Begin work on thesis.

Programs of Specialization in the Department of Information and Data Systems

(Chairman of the Department: Professor L. D. McLean)

Full programs of specialization in this field are not yet available. However, special programs leading to an M.Ed., M.A. or Ph.D. with specialization in Information and Data Systems can be worked out for individual students. Certain courses are offered, designed not only for the student with a primary interest in information and data systems as applied to education, but also for students in other fields whose studies are likely to involve the use of computers in the solution of research problems. See page 55 for a description of 1501 — Computer-Guided Instruction, 3555 — Computer Solutions to Research Problems, and 3556 — Research Seminar on Information Processing in Education.

Various graduate courses under the University of Toronto's Institute of Computer Science may be included in an individualized program for a student seeking specialization in this field. Examples are 1003 — Programming for Social Scientists, and 1010 — Languages for Computer Programming.

Some background in university mathematics is required for most courses in the Institute of Computer Science, and high quantitative ability is a prerequisite for anyone seeking to specialize in the area of computer application. Applicants without a mathematics background will be required to demonstrate high scores on the Aptitude Test of the Graduate Record Examinations, or the Doppelt Mathematical Reasoning Test.

Programs of Specialization in the Department of Measurement and Evaluation

(Chairman of the Department: Professor V. R. D'Oyley)

A program designed for students interested in measurement, test development, and application of mathematical models to the assessment of human behaviour.

Master of Education
with Specialization in Measurement and Evaluation

The program consists of eight half-courses, as follows:

1666 Basic Concepts of Statistics
(*or* 3666, depending upon the student's background)

1660 Introduction to Empirical Research in Education

Two half-courses in measurement and evaluation, selected to suit the student's background and objectives, from those listed on pages 56 to 59.

One-half course in the Department of Applied Psychology or in the Department of Curriculum.

Three elective half-courses, as approved by the student's advisor. These may be selected from among the courses offered by the Institute or by another graduate department, such as the Institute of Computer Science.

Master of Arts with Specialization in Measurement and Evaluation

In addition to a thesis, the program will ordinarily consist of six half-courses, as follows:

1666 Basic Concepts of Statistics

3666 Intermediate Statistics and Research Design
Two other half-courses in Measurement and Evaluation.
One appropriate half-course in Applied Psychology or Curriculum.
One elective half-course.

Doctor of Philosophy
with Specialization in Measurement and Evaluation

In addition to a major thesis and other requirements as described on pages 4 to 6, the normal pattern of study for this degree is as follows:

- ☐ A Major in Measurement and Evaluation, normally consisting of three or four half-courses selected in consultation with the student's faculty advisor.
- ☐ A First Minor in another department of OISE, consisting of two half-courses.
- ☐ A Second Minor:
  A full course in some other department of the School of Graduate Studies, selected in relation to the student's specialized interests.

Degree candidates will also be required, as an integral part of their program, to attend non-credit seminars and workshops designed to broaden their experience and background.

Programs of Specialization in the Department of Educational Planning

(Chairman of the Department: Professor Cicely Watson)

Full programs of specialization in the field of Planning, with the exception of an M.Ed. program, are not yet available. They are, however, under development, as expanding staff and other resources permit. Meanwhile, it is possible for a special program to be worked out for the individual student seeking an M.A. or Ph.D. with specialization in the field of Educational Planning. Interested students should consult with Professor Watson.

Master of Education with Specialization in Educational Planning

This program is intended primarily for microplanners who may be employed within an educational system at the institution level, the board level, or the area superintendency level. It has been designed

with special reference to the needs of Ontario, but applications from students from other Canadian provinces and other countries will be considered. Preference will be given to students whose prior study is particularly useful for planning (e.g., town planning, engineering, geography, economics, demography, statistics, mathematics, sociology), or those whose positions involve certain planning responsibilities. Students must have taken 1666 — Basic Concepts of Statistics, or its equivalent. Certain other make-up courses may also be required, depending on the background of the applicant. It is anticipated that a limited number of applicants without teacher certification and experience can nonetheless be accepted after successful completion of two preliminary half-courses in Educational Theory.

The program, which may be taken part-time, consists of eight half-courses, ordinarily as follows:

1700–01–02 Theories of Planning, with Practicum
1703 Educational Planning: Economics of Human Resources
1704 Statistics and Methods of Planning
1705 Population Studies
1706 The Budgetary Process in Educational Planning
1982 School and Society

Programs of Specialization in Higher Education

Two graduate courses specifically in the field of Higher Education are now offered: 1801–02 — Studies in the History of Higher Education in Canada, under Professor R. S. Harris; and 1803–04 — Issues in Higher Education, under Professor E. F. Sheffield. These seminars are open as electives to degree candidates in the Department of Educational Theory, or in other departments of the School of Graduate Studies.

In addition, they may form the core of a graduate degree program for individual students seeking a degree with specialization in the field of Higher Education. Individualized programs for such students would include other courses in Educational Theory or in other departments of the School of Graduate Studies, consistent with their background and interests, and selected with the approval of the student's faculty advisor.

Programs of Specialization in Sociology of Education

Full programs in this special field are being developed but are not yet available.

However, special programs leading to an M.Ed., M.A., or Ph.D. can be worked out for individual students concentrating in Sociology of Education. Such programs would include courses in Sociology of Education as listed on pages 61 to 62, together with related courses in the Department of Educational Theory or in other departments of the School of Graduate Studies, appropriate to the individual's particular interests and background.

Individuals interested in the possibilities of specialization in Sociology of Education should address inquiries to the Coordinator of Graduate Studies.

Program for Master of Arts with Specialization in Medical Education

In co-operation with the Faculty of Medicine of the University of Toronto, the Graduate Department of Educational Theory is prepared to accept a necessarily limited number of candidates to an M.A. program for persons engaged in or intending to engage in a career in medical education. While the actual composition of the program will be varied in accordance with the particular background and interests of each candidate, all will be required to include 1240–41 — Research Seminar in Medical Education, to be offered by Professor D. P. Ausubel. (For description of this seminar see page 42.)

Interested students should seek further information from Dr. J. W. Steiner, Associate Dean of Student Affairs of the Faculty of Medicine, or Professor Ausubel of the Department of Applied Psychology, OISE.

Courses of Instruction

Courses of instruction, described below, are grouped according to the department of The Ontario Institute for Studies in Education with which they are primarily identified. Each is offered as one-half of a full graduate course, except that a double number (such as 1013-14) indicates a full course.

Two half-courses constitute a full-time program in the summer session, six half-courses a full-time program in the regular academic session. Each half-course meets ordinarily for one and one-half class hours weekly in the regular academic session, or for three hours weekly where it is concentrated in the first half or second half of the regular academic session. In summer session each half-course meets for one and one-half hours daily, Mondays through Fridays.

It should be noted that the listing of a course in this bulletin does not guarantee its being offered in any specific session; some courses may have to be cancelled or postponed, depending upon student demand and availability of staff.

A student's eligibility for enrolment in any course is subject to the approval of his faculty advisor and the Coordinator of Graduate Studies, as well as that of the instructor for the particular course.

Numbering of Courses

Less advanced courses (usually, though not necessarily, at the master's level) are numbered under 3000; more advanced courses (frequently, though not necessarily, at the doctoral level) are numbered from 3000 up. The first two digits in a course number signify the field of specialization with which it is identified, as follows:

10– and 30– Department of Educational Administration
11– and 31– Department of Adult Education
12– and 32– Department of Applied Psychology
13– and 33– Department of Curriculum
14– and 34– Department of Educational Foundations: History and Philosophy of Education
15– and 35– Department of Information and Data Systems
16– and 36– Department of Measurement and Evaluation

17– and 37– Department of Educational Planning
18– and 38– Higher Education
19– and 39– Sociology of Education

Department of Educational Administration

A course is identified with this Department when the first two digits in the course number are 10 or 30.

1010 **Seminar in Educational Administration**

A non-credit seminar for examining research problems in educational administration. Successful completion of this seminar is required to obtain credit in Course 1666 — Basic Concepts of Statistics.

(Staff in Educational Administration; Regular Session)

1011 **Theories in Administration**

The organizational and institutional setting of administration. The development of administrative thought is studied, from the classical positions to the behavioural sciences approach. Major emphasis is placed upon modern organization theory including such concepts as system, formal and informal organization, bureaucratic structure, power, communication, and social control.

(Professors G. E. Flower and J. H. House, Regular Session;
Professors J. H. House and E. J. Haller, Summer Session)

1013 **Supervisory Relationships**

As described in 1013–14 but with less extensive treatment of areas of application.

(Professor T. B. Greenfield, Regular Session;
Professor A. F. Brown, Summer Session)

1013-14 **Supervisory Relationships**

Current behavioural theory and research with application to problems of staffing, supervision and in-service education. Included are such topics as leadership, morale, organizational climate, planned change, group decision making and the selection and evaluation of personnel. A practicum supplements the lectures.

(Professors T. B. Greenfield, J. C. Croft, J. G. Scott, and Mr. D. M. Graham, Regular Session;
Professors A. F. Brown, J. H. M. Andrews, T. B. Greenfield, and Mr. D. M. Graham, Summer Session)

1015 **Program Organization**

As described for 1015–16 but with less extensive treatment of program areas.

(Professor W. G. Roberts and Staff in Curriculum; Regular Session)

1015–16 **Program Organization**

A study of the various aspects of developing and implementing educational programs for schools and school systems. In addition to examining current practices in elementary and secondary education, such topics as the following will be included: selecting educational goals, theory in the educative process, pupil organization for instructional purposes, resource utilization, implementing change, technology in the educational enterprise, and product evaluation. This course relates closely to the foundations of curriculum and for this reason is offered in cooperation with the Department of Curriculum.

(Professors W. G. Roberts, E. J. Ingram, G. L. McDiarmid, and associates; Regular Session and Summer Session)

1017 **Educational Finance**

Public education as an economic institution. The sources and methods of distribution of public school revenue at the various levels of government. Provincial and state school grant systems and the rationale behind them. Principles and practices in the area of school budgeting and salary scheduling.

(Professor E. B. Rideout; Summer Session)

1018 **The Political Organization of Education**

Structural and legal aspects of education from the viewpoint of political science. Basic concepts such as power, influence, and public opinion applied to educational systems. Topics of study include the political nature of school boards and districts. The decision making process is examined with reference to professional and lay control in such agencies.

(Staff in Educational Administration; Regular Session)

1022 **Social and Political Communities**

The administrator and his publics with reference to the political, economic, and social forces which impinge upon the school. Topics include the community, interest groups, and the politics of education. The analysis will focus upon principals' and superintendents' roles as they are influenced by community forces.

Prerequisite: Course 1011.

(Professor E. J. Haller; Regular Session)

1023 **Interpersonal Relations in School Systems**
The dynamics of behaviour in organizations are considered in relation to problems of supervising personnel. Topics include morale, motivation, perception, leadership, productivity, and change. Research bearing on these and other related topics will be examined with a view to developing implications for practice. The course will involve laboratory periods in addition to regular lecture sessions.
Prerequisite: Course 1013 or 1013–14.
(Professor A. F. Brown, Regular Session;
Professor J. C. Croft, Summer Session)

1024 **Clinic in Administrative Relationships**
Interpersonal and group competencies in administration developed through the laboratory method, vicarious and simulated experiences, and clinical procedures form the basis of this course. Enrolment is limited to ten students.
Prerequisite: Course 1013 or 1013–14.
(Professor J. C. Croft; Regular Session and Summer Session)

1027 **The Economic Context of Educational Administration**
Schools are examined as productive and competitive organizations in society. Topics include the measurement of educational output, budgeting, cost quality analysis, and questions of size and efficiency in the educational enterprise.
Prerequisite: Course 2065.
(Professor E. B. Rideout; Regular Session)

1029 **Special Applications of the Administrative Process**
The unique problems presented to the administrator placed in special structures or environments are examined with a view to developing appropriate applications of the administrative process. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one or combination of the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special socio-cultural problems, and computer-assisted administration.
Prerequisite: Course 1011.
(Staff in Educational Administration; Regular Session)

1052 **Individual Reading and Research in Administration: Master's Level**
Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not

included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3010 **Symposium in Research**
An advanced non-credit symposium designed to offer students an opportunity to examine research undertakings related to doctoral studies.
(Staff in Educational Administration; Regular Session)

3011 **Organization Theory in Education**
Although the content of this seminar is drawn from psychology, political science, and sociology, the emphasis tends to be sociological focusing on the study of human behaviour within the context of complex organizations. The major purpose of the seminar is to use concepts from organization theory and empirical evidence as bases for approaching and diagnosing administrative problems in educational organizations.
(Professors J. H. M. Andrews and J. H. House; Regular Session)

3012 **The Social Context of Educational Institutions**
Relevant concepts of sociology applied to the context of educational systems. Behavioural, ecological, and cultural perspectives as frameworks of analysis. Topics include social stratification, mobility, social selection processes, conflict theory, and the sociology of the teaching career.
(Professors A. F. Brown and E. J. Haller; Regular Session)

3013 **Dynamics of Organizational Behaviour**
A course in adult human behaviour in the organizational context covering selected topics from 1013–14.
(Professor A. F. Brown; Regular Session)

3013–14 **Dynamics of Organizational Behaviour**
A seminar in adult human behaviour as it is manifest in organizations including such topics as theories of interpersonal relations in organization; research in perception and organizational dynamics, influence, control, leadership; studies of clinical and developmental models of effecting change; evidence of reactions to organizational stimuli; considerations of the professional individual in complex organizations; conditions unique to education. Enrolment is limited to ten students.
(Professor J. C. Croft; Regular Session)

3015–16 **Developmental Projects Seminar**
A seminar concerned with the conduct of developmental projects growing out of departmental and student research. Relevant theory and research from various fields will be used to design possible solutions to practical administrative problems.
(Professor W. G. Roberts; Regular Session)

3017 **Economic Problems in Educational Administration**
Intensive study of problems of concern to doctoral students whose research is in this area. Problems of productivity in education, input-output relationships, theories of grants-in-aid, cost-quality relationship, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing capital outlay, federal-provincial-local sharing of education costs, financing long-term developments in education.
(Professor E. B. Rideout; Regular Session)

3018 **The Politics of Education**
The political process at the local, provincial, and national levels as related to the educational institution. The impact of community power structures, elites, interest groups, and the mechanisms of accommodation on educational policy and decision making. Schools as agents of political socialization.
(Professor J. H. M. Andrews; Regular Session)

3019 **Emerging Problems in Educational Administration**
A seminar in new and emerging problems confronting administrators in various educational institutions. Examination of research relevant to the administrative process and current problems. Depending upon resources of staff and needs of students electing this course, it will examine emerging administrative problems in any one or combination of the following: colleges and institutions of higher education, culturally or economically disadvantaged areas, the large urban complex, programs of special education, and computer systems in administration.
(Staff in Educational Administration; Regular Session)

3050 **Research Seminar in Educational Administration**
Methodology in administrative research. Problems in the creation and measurement of organizational concepts and variables. Research design for organizational analysis. Critical examination of relevant

research including that proposed by the Department and its students forms a major part of the seminar.

(Professor T. B. Greenfield; Regular Session)

3052 **Individual Reading and Research in Administration: Doctoral Level**
Description as for 1052, but at the doctoral level.

Department of Adult Education

A course is identified with this Department when the first two digits in the course numbers are 11 or 31.

1100 **Survey of Adult Education**
A critical examination of adult education in Canada, including historical and contemporary programs, practices, and agencies. Current philosophical and social issues in the practice of adult education.

(Professor J. R. Kidd; Regular Session and Summer Session)

1101 **Program Planning, Teaching Methods, and Evaluation in Adult Education**
Program planning and curriculum development for adults, with emphasis on setting objectives and evaluating results. Various teaching methods for small groups and large groups. The role and functions of the instructor of adults. Selection and counselling of students.

(Professor A. M. Tough; Regular Session and Summer Session)

1102 **Research Seminar in Adult Education: Master's Level**
Examination of various views concerning the purposes, importance, and limitations of research in adult education. Steps in selecting a research problem, planning a research project, and writing a proposal. Some important theoretical and practical problems that suggest possible research projects. Critical analysis of a variety of research projects and proposals, including each member's thesis proposal. Only students who will be planning a thesis research project during the year may enrol.

(Staff in Adult Education; Regular Session)

1104 **Historical and Comparative Perspectives in Adult Education**
Development of organized forms of learning in early societies in Europe and North America prior to the Industrial Revolution and

in all countries of the world during this century. Review of the historical, philosophical, and sociological influences upon adult education. International co-operation in adult education.
(Professor J. R. Kidd; Summer Session)

1105 **Community Development and Basic Education for Adults**
Evolving concepts: literacy, fundamental education, community development. The need for literacy and basic education in the developing countries. The problems of "under-educated" adults in all countries. Theory and practice of community development in Canada and abroad.
(Staff in Adult Education; Regular Session)

1106 **Small Group Theory and Adult Education**
Theory and research about small groups. Applications of group theory to the training and education of adults.
(Staff in Adult Education; Regular Session)

1107 **Psychological Development During Adulthood**
Changes after adolescence in physical capacities, mental abilities, education, work, motivation, emotions, interests, values, social interaction, and family relationships. Implications for the educator and counsellor of adults.
(Professor A. M. Tough; Regular Session and Summer Session)

1152 **Individual Reading and Research in Adult Education: Master's Level**
Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3102–03 **Research Seminar in Adult Education: Doctoral Level**
Description as for 1102, but at the doctoral level.
(Staff in Adult Education; Regular Session)

3104 **Learning Individually**
The goals, problems, competence, resources, and assistance of the adult who assumes responsibility for planning and conducting his own learning project. Individual means of receiving subject matter. Situations in which an educator or a change agent works with a single adult learner, including tutoring, independent study, counselling, supervision, and consulting. (Students must obtain the consent of the instructor before enrolling in this course.)
(Professor A. M. Tough; Regular Session)

3152 **Individual Reading and Research in Adult Education: Doctoral Level**
Description as for 1152, but at the doctoral level.

Department of Applied Psychology

A course is identified with this Department when the first two digits in the course number are 12 or 32.

1200 **Introduction to Educational Psychology**
Analysis and application of principles of learning, motivation, and social behaviour in school situations.
(Professor E. V. Sullivan; Regular Session and Summer Session)

1201 **Child and Adolescent Psychology**
The factors involved in child development (pre-school period, early school years, intermediate years, adolescence) and the difficulties and problems of each period. The preventive and remedial phases of mental health.
(Professor D. Brison; Regular Session and Summer Session)

1202–03 **Theories and Techniques of Counselling, with Practicum**
The course will be concerned with current theories of counselling and their appraisal, together with various attempts at classification. The theoretical assumptions underlying different approaches will be examined and compared.

Note: Ordinarily 1202–03 must be taken as a full course. With the permission of the individual student's faculty advisor and the course instructor, however, in some cases it is possible for a student to register separately for 1202 or for 1203.
(Professor Ann M. Borresen, Mr. D. R. Kennedy, and associates; Regular Session and Summer Session)

1204 **Introduction to Personality Theory as Applied to Education**
The relationship between personality theory and research, and theory and research in other areas of psychology; an examination of the structure and dynamics of personality as seen in three or four of the major contemporary theories – perhaps Freud, Sullivan, Lewin, Allport; particular consideration of the relevance of these to the teacher-pupil and administrator-teacher relationships.
(Professor H. G. Narrol; Regular Session)

1205 **Individual Intellectual Assessment**
Theories of intelligence. The administration and interpretation of the Revised Stanford-Binet, the Wechsler Intelligence Scale for Children, the Wechsler Adult Intelligence Scale, and the Grace-Arthur Performance Tests. An acquaintance with selected projective techniques.
(Professor C. C. Pitt and Mrs. S. Miezitis; Regular Session)

1206 **Seminar: Learning and Cognitive Processes in Education**
Learning theories and their relevance to the classroom situation. Examination and comparison of current theories and research on cognitive processes.
(Professor E. V. Sullivan; Regular Session)

1207 **Seminar: Motivation in Education**
An examination of contemporary motivational theorizing, including neuro-physiological and psychological studies related to arousal and activation, and current research on curiosity, conflict, frustration, and aggression.
(Professor H. I. Day; Regular Session)

1208 **Seminar: Personality Development in Relation to Education**
An examination of research into various aspects of personality and behaviour modification, including studies of psychotherapy and the conditioning therapies.
(Professor B. J. Quarrington; Regular Session)

1209 **Seminar: Social Psychology and Education**
Among the topics included are: the socialization of the child, roles and stereotypes, language and thought, the achievement motive, organization and change of attitudes, group dynamics, and the acquisition of morality.
(Mr. A. M. Marcus; Regular Session)

1210 **The Learning of Mathematical Concepts**
The nature of mathematical structures; the relationship of contemporary theories of cognition and intellectual processes to the learning of structured material; affective states and rational behaviour; developmental states in thought processes; current research.
(Professor F. G. Robinson and Mr. S. M. Avital; Regular Session)

1211–12–13 **Research Seminar and Practicum in School Psychology**
(Professor F. S. Wilson; Regular Session)

1214 **Seminar: Sensory and Perceptual Processes in Education**
Anatomy and physiology of the human sense organs, with discussion and practice of sensory measurement techniques. Examination of the psychology and theories of perception. Emphasis will be given to consideration of sensory disabilities and limitations as they affect learning in school children.
(Staff in Applied Psychology; Regular Session)

1215 **Seminar: Group Processes**
This is an advanced course intended for students with a background in social psychology. It will be concerned with group dynamics, "sensitivity training," and the theoretical and practical problems of group interaction, group problem-solving, and communication. Personal participation and development within groups will receive major emphasis.
(Staff in Applied Psychology; Regular Session only)

1216 **Psycho-Educational Appraisal**
Theory and practice in psychological assessment techniques; dimensions of learning ability. Main emphasis on the child population.
(Staff in Applied Psychology; Regular Session)

1217 **Concepts, Philosophies, and Techniques of Behaviour Modification**
An introduction to behaviourism and the conditioning models, aimed at critically studying philosophical and methodological issues in the field of behaviour modification, and its application to education.
(Professor H. G. Narrol; Regular Session)

1218 **Personality Assessment**
Theory of projective techniques. Administration and interpretation of selected tests, including the Rorschach and TAT. Research results. Includes practicum in administration.
(Staff in Applied Psychology; Regular Session)

1219 **Use of Testing Information in Counselling**
An attempt to integrate interest and personality inventory information for effective use in the counselling setting.
Prerequisite: 1610.
(Staff in Applied Psychology; Regular Session)

1220 **Seminar in Counselling: Theory and Application**
(Professor Ann M. Borresen; Regular Session)

1223 **Seminar: Educational Applications of Psychology of Communication**
Language and perception, linguistics and language learning, semantics, non-verbal communication, mass media, measuring effectiveness of communications.
(Professor D. S. Abbey; Regular Session)

1240–41 **Research Seminar in Medical Education**
A systematic application of theory and research in educational psychology to the problems of learning and teaching in medical school. Emphasis is placed on cognitive, personality, motivational, and social factors influencing education in a medical setting; on problems of student selection; on evaluation of student performance; on transfer of training from preclinical and clinical knowledge to clinical performance; on new instructional methods and media in medical education; and on the measurement and facilitation of diagnostic and decision-making ability in clinical practice. Students will be expected to review the current literature in medical education and to participate in ongoing research projects in medical education in the Faculty of Medicine.
(Professor D. P. Ausubel; Regular Session)

1252 **Individual Reading and Research in Applied Psychology: Master's Level**
Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1260 **Introduction to Guidance**
A course for students without previous experience or formal study in guidance. Basic principles and current practices in school guidance work. Brief consideration given to the student inventory service; standardized group tests; statistical concepts; interview procedures; group work related to guidance; educational and occupational information; placement; follow up. Provides for the principal, inspector, or teacher an overall picture of what is required in an adequate program of school guidance services at elementary and secondary levels. Offers sufficient acquaintanceship with tools and techniques to enable the teacher to take some part in and benefit from any program of guidance services operating in his school. Satisfactory completion of this course (or equivalent) is required for admission to certain other more advanced guidance courses listed in this bulletin.
(Staff in Applied Psychology; Regular Session and Summer Session)

1261 **Group Work in Guidance**

Theory and practice in group procedures related to remedial, preventive, and developmental aspects of guidance in elementary and secondary schools. Teaching Group Guidance (Careers) as a subject aimed at the development of self-guidance skills, with special reference to areas such as orientation to school; improvement of work methods (particularly learning procedures); spare-time activities; educational and occupational planning; self-understanding; wise management of personal resources, etc. Organizing and conducting career seminars, plant visits, career days, etc. Group guidance work with parents and out-of-school youth. Assembling, evaluating and organizing educational, occupational, and industrial information for use in connection with group or individual sessions and in other ways.

Prerequisite: 1260 — Introduction to Guidance, or equivalent.

(Mr. R. C. Harris; Regular Session and Summer Session)

1262 **Organization and Administration of Guidance Services**

A course for professional guidance workers. Principles, problems and procedures in organization and administration of guidance services in a single elementary or secondary school, a municipal or provincial system and a constellation of schools within such a system. Particular attention will be given topics such as: functions of school personnel in guidance; in-service training; integration of school and community resources; coordination of elementary, secondary, and post-secondary school programs; guidance testing programs; information services; placement and follow-up activities.

Prerequisites: 1260 or Ontario first Certificate in Guidance, 1261, 1202–03, and 1610 (or equivalent courses).

(Staff in Applied Psychology; Regular Session)

1263 **Research Seminar in Counselling**

A seminar devoted to an examination of current periodical research reports on individual and group counselling, and of current research in the Department.

(Professor R. M. Laxer; Regular Session only)

1265 **Advanced Work in Guidance**

Intensive study, for students specializing in guidance, of selected problems, practices, and possible innovations related to such matters as educational, occupational, and industrial information; guidance

services in other than elementary or secondary school settings; group work in guidance; audio-visual aids, tests, and inventories for use in guidance. The applicant will be expected to outline the proposed direction of his study. Approval will be dependent, among other things, on availability of staff members to assist, and of facilities necessary to enable the student to pursue his study at an advanced level.

Prerequisites: as for 1262.

(Staff in Applied Psychology; Regular Session only)

1266 **Theories of Vocational Development with Educational and Occupational Information**

This course will emphasize the counsellor's need to view the Canadian and world scene of industrial and economic development in terms of the pupils' needs for information pertinent to career choice and development. An understanding of how an individual develops a life career pattern will be encouraged by the study of the work of Super, Tiedman, Anne Roe, Ginsberg, and others.

(Staff in Applied Psychology; Regular Session only)

1267–68 **Seminar: Internship in Counselling**

Offered in summers only for M.Ed. students.

Prerequisite: 1202–03.

(Not offered in 1967)

1280 **Exceptional Children and Youth**

The emphasis will be on the psychology of the exceptional, not on programs for them, though some reference to the latter will be included. Several of the following groups will be considered: on the one hand the blind and partially sighted, the hard of hearing and deaf, the speech defective, the brain-damaged, and the mental defective; and on the other hand the intellectually gifted.

(Staff in Applied Psychology; Summer Session only)

1281 **The Mentally Retarded and Slow Learner**

Identification; intellectual, physical, social, and emotional development. Curriculum development; special instructional procedures; programs in regular classes, special classes, and special schools. Counselling of parents and pupils. Supervised field study of eight half-days will be included.

(Professor Dorothy Shipe; Regular Session and Summer Session)

1282 **The Physically Handicapped**

The psychology of children and youth with such types of disability as impaired vision, impaired hearing, defective speech, crippling conditions, epilepsy, chronic medical disorders, multiple handicaps. Psychological and medical bases of adjustments in curriculum and instructional methods. Educational programs in regular classes, special classes, hospitals, and the home. Emotional and social adjustment. Counselling of parents and pupils. Supervised field study of eight half-days will be included.

(Dr. J. A. Tuck; Regular Session and Summer Session)

1283 **Psychology and Education of the Gifted**

Identification; intellectual, physical, social, and emotional development. Curriculum development; special instructional procedures; programs in regular classes, special classes, and special schools. Counselling of parents and pupils. Supervised field study of eight half-days will be included.

(Dr. Vera M. Good and Mrs. S. Miezitis; Regular Session and Summer Session)

1284 **Behaviour Disorders in Relation to Education**

The range of behaviour disorders in children and youth: e.g., neurotic behaviour, organic conditions, psychotic conditions; the diagnostic process; constitutional and social factors involved; current treatment procedures. Lectures, case presentations, demonstrations, and readings.

(Professor E. J. Rosen and Mrs. C. Campbell; Regular Session and Summer Session)

1285 **Children with Special Learning Disabilities**

Characteristics of SLD children (also called perceptually impaired, minimal brain-damaged, etc.); identification; differentiation from mentally retarded, emotionally disturbed, remedial reading problems; programs in regular classes, special classes; special instructional procedures; counselling of parents and pupils; observation of special classes.

(Professor Dorothy Shipe; Regular Session only)

3200–01 **Research Seminar in Learning and Cognitive Processes**

Note: Ordinarily 3200–01 must be taken as a full course. With the permission of the individual student's faculty advisor and the course

instructor, however, in some cases it is possible for a student to register separately for 3200 or for 3201.
(Professor D. R. Olson; Regular Session only)

3202–03–04 **Research Seminar and Practicum in School Psychology**
(Professor F. S. Wilson and associates; Regular Session only)

3207 **Research Seminar in Child Development**
(Professor D. P. Ausubel; Regular Session only)

3208 **Research Seminar in Adolescent Development**
(Professor D. P. Ausubel; Regular Session only)

3209 **Research Seminar in Cognitive and Language Development**
(Professor D. Brison; Regular Session only)

3210–11 **Research Seminar in Social Psychology in Education**
(Staff in Applied Psychology; Regular Session only)

3212–13 **Research Seminar in Motivation in Education**
(Professor H. I. Day; Regular Session only)

3215–16–17 **Research Seminar and Practicum in Counselling Psychology**
(Professor R. M. Laxer; Regular Session only)

3252 **Individual Reading and Research in Applied Psychology: Doctoral Level**
Description as for 1252, but at the doctoral level.

Department of Curriculum

A course is identified with this Department when the first two digits of the course number are 13 or 33.

1300–01 **Foundations of Curriculum Development**
A study of the psychological, sociological, and cultural determinants of curriculum development and ways in which these factors affect current programs in the schools. Formal and informal structures of organization in educational systems are also related to theories of innovation in courses of study, grouping of pupils and other matters in the administration of education. This course relates closely to administrative problems in curriculum development and for this reason is offered in co-operation with the Department of Educational Administration.
(Professors G. L. McDiarmid, E. J. Ingram, W. G. Roberts, and associates; Regular Session and Summer Session)

1302 **Recent Developments in Elementary Education**
An examination of selected modern developments in the curriculum and organization of elementary schools. The theoretical and empirical rationale for specific innovations will be emphasized.
(Professor K. F. Prueter; Regular Session and Summer Session)

1303 **Recent Developments in Secondary Education**
An examination of selected modern developments in the curriculum and organization of secondary schools. The theoretical and empirical rationale for specific innovations will be emphasized.
(Mr. I. Westbury; Regular Session and Summer Session)

1304 **Curriculum Specialization**
A course designed to permit the study of a curriculum area, such as science education, not already covered in the courses listed for the current year. This course will include field experience and research as well as the examination of theoretical bases underlying the respective curriculum areas.
Note: This course does not fulfil the function of 1352. Course 1304 will include groups of students who are interested in pursuing in depth the problems of a specific area of the curriculum.
(Staff in Curriculum; Regular Session)

1310 **The Reading Curriculum**
An examination of the content, sequence, and organization of the reading program Grades 1 to 12. The relation of the reading program to the overall curriculum. Criteria for assessing programs, texts, and supplementary materials. Problems of the measurement of reading achievement.
(Professor Marion D. Jenkinson; Summer Session)

1311 **The Processes of Reading**
The study of the auditory, visual, neurological, perceptual, cognitive, and emotional processes which contribute to the reading process. The development of teaching techniques as they apply to the reading curriculum at the elementary, high school, and college level.
(Professor Marion D. Jenkinson; Regular Session)

1312–13 **Laboratory in Reading Disability**
Theory and practice in the diagnosis and treatment of individual reading disorders.
(Mrs. H. Rawson; Regular Session)

1314–15 **Diagnosis and Instructional Techniques**
Study and practicum of pupil difficulties. Technique of preventive and remedial teaching in the elementary school with special emphasis on practices suitable for typical groups. The use of diagnostic tests, observations and examinations and interpretations of the results.

(Staff in Curriculum; Regular Session)

1316 **Curriculum for Language Development**
The development of a school curriculum for language in the light of the contributions from linguistics, semantics, philosophy (ordinary language), psycho-linguistics and child psychology, and research in education.

(Staff in Curriculum; Regular Session)

1330 **Audio-Visual Communication in Teaching and Learning**
The conceptual study of learning experience, the place of communication in teaching, factors determining effective communication (with emphasis on perception and the communication process), the unique characteristics of communications media (films, pictures, film strips, tape recordings, television, programmed instruction, etc.), and considerations regarding their effective use.

(Professor J. O. Fritz; Regular Session)

1331 **Instructional Technology and the School**
A critical examination of recent developments in audio-visual media and instructional devices and their implications for the classroom teacher (role in instruction), the learner (as an active participant in learning activities), class and school organization, and the aims and purposes of education. The assessment of a systems approach to the use of Instructional Technology and an evaluation of the media and devices used in selected case studies.

Prerequisite: Course 1330.

(Staff in Curriculum; Regular Session)

1352 **Individual Reading and Research in Curriculum and Instruction: Master's Level**
Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

The Ontario Institute for Studies in Education

After-Hours Courses in Education, Academic Year 1967-68

Leading to University of Toronto Degrees

Please note the following changes in the previously announced list:

Additional Courses

1210 - THE LEARNING OF MATHEMATICAL CONCEPTS

Mr. S. Avital. Tuesdays, 4.30-5.45. Full year. First class September 26. Prerequisites: some background in mathematics, and 1200: Introduction to Educational Psychology, or equivalent.

1285 - CHILDREN WITH SPECIAL LEARNING DISABILITIES

Dr. L. Lazar. Thursdays, 4.30-5.45. Full year. First class September 28.

1266 - THEORIES OF VOCATIONAL DEVELOPMENT WITH EDUCATIONAL AND OCCUPATIONAL INFORMATION

Mr. R.C. Harris. Thursdays, 4.30-7. Second term only. First class January 11.

Change in Schedule

1261 - GROUP WORK IN GUIDANCE.

Originally scheduled for Fridays, second term, 4.30-7. Now moved to Mondays, second term, 4.30-7. First class January 8.

Application forms are available from the Office of the Coordinator of Graduate Studies, OISE, 102 Bloor St. W., Toronto 5. Completed application forms should be received not later than July 20, 1967.

June 27, 1967.

1397 **Seminar in Curriculum and Instruction: Master's Level**
A non-credit seminar for M.A. candidates for examination of problems relating to the student's research.
(Staff in Curriculum; Regular Session)

3300 **Research Seminar in Curriculum and Instruction**
Current research and theory development in curriculum and instruction. Reports and discussions by students and staff to provide experience in the selection and evaluation of research problems and procedures.
Prerequisite: Course 1300–01.
(Staff in Curriculum; Regular Session)

3301 **Symposium in Research in Curriculum and Instruction**
An advanced symposium of staff and students for the exploration and development of theories and models in curriculum and instruction. This course will be restricted to students in the second year of their doctoral program.
Prerequisite: Course 3300.
(Staff in Curriculum; Regular Session)

3302 **Seminar in the Educational Processes**
An advanced seminar which will explore and synthesize recent behavioural science and educational research in the teaching processes; both theoretical and practical implications will be sought in the research areas explored.
(Mr. I. Westbury; Regular Session)

3310 **Research Seminar in Reading and Language**
The study of recent research and theory in the areas of reading and language and contingent fields. The pertinence of recent developments in psychology, linguistics, psycho-linguistics, sociology, physiology, and neurology will be examined.
(Professor Marion D. Jenkinson; Regular Session)

3330–31 **Research Seminar in Audio-Visual Communication and Instructional Technology**
The examination of various theories and models of communication, visual perception, and systems and their conceptual applicability to curriculum development and the design of instructional programs.
Prerequisite: Courses 1330 and 1331.
(Professor J. O. Fritz; Regular Session)

3352 **Individual Reading and Research in Curriculum and Instruction: Doctoral Level**
Description as for 1352, but at the doctoral level.

Department of Educational Foundations

A course is identified with this Department, in History or Philosophy of Education, when the first two digits of the course number are 14 or 34. Courses which will be given in the 1967 Summer Session and the 1967-68 Regular Academic Session are noted.

History of Education

1401 **History of Educational Thought to 1750**
A study of the influence of educational thought to 1750 in shaping the developing conceptions of the aims and meaning of the educational process: its contribution toward a sound basis for the interpretation and appreciation of modern theories and practices. The writings and influence of prominent thinkers.
(Not offered in 1967-68)

1402 **History of European Education from 1750**
A study of the relation of theory and practice in the modern period. Consideration will be given to the relation between educational, political, and social questions including, e.g., nationalism, church-state relations.
(Not offered in 1967-68)

1403 **History of Education in Canada**
This course will be conducted partly as a seminar in which students will present papers on selected aspects of education in different provinces, based on historical theses and other library materials which have been collected for the purpose. There will also be lectures to direct topical study of the development in Canada of educational administration and finance, of curriculum and methods, of teacher education, and other aspects of education to be decided in class.
(Professor W. Brehaut, Regular Session; Staff, Summer Session)

1405 **History of Education in Great Britain**
A study of the educational traditions of the countries of Great Britain. Attention will be directed to the forces – economic, social, and political – which shaped each. The resulting traditions will be compared and related to modern problems in Great Britain.
(Staff in History of Education; Summer Session)

1407 **Problems and Policies in British Education Since 1870**
A study of modern British education with special reference to the historical background of current problems and policies. This course is designed mainly for M.Ed. students.
(Mr. T. J. Wigney; Summer Session)

1409 **Education, Humanism and Reform**
Educational theory and practice in the renaissance and the major reformation movements. Topics include the revival of classical learning, the concept of humanism, and the implications of theological questions for educational thought.
(Mr. T. J. Wigney; Regular Session)

1411–12 **History of American Education**
The development of education in the context of American cultural history. Weekly discussions of selected primary sources. Background reading in secondary sources and the writing of a paper also required.
(Professor M. B. Katz; Regular Session)

1413 **Topics in the History of North American Education**
Tutorial discussions of individually selected readings. Limited to students with an M.A. in History of Education or its equivalent. Permission of instructor required.
(Professor M. B. Katz; Summer Session)

1415 **Contemporary American Educational Thought**
Discussion of prominent writers on education and important contemporary issues. Some attention to historical background. Intended for practising educators. Limited to twelve students.
(Professor M. B. Katz; Summer Session)

1417 **Politics in the History of Canadian Education**
Analysis of specific cases in the history of Canadian education where political considerations have played a crucial role in educational policy decisions.
(Mr. J. D. Myers; Regular Session and Summer Session)

1419–20 **Research Seminar in the History of Education: Master's Level**
Discussion of issues in historiography, practice in analysing historical documents, and supervised experience in historical research. Required of all candidates for M.A. in History of Education.
(Messrs. J. D. Myers and T. J. Wigney; Regular Session)

1452 **Individual Reading and Research in the History of Education: Master's Level**
Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1460 **Comparative Education: The Western Tradition**
A comparative study of the educational systems, their problems and practices, in such countries as Great Britain, U.S.A., France, and the U.S.S.R., and in other Western countries as time may permit or as the interest of students may determine. Attention will be given not merely to the factual data of organization and administration but also to the educational thought supporting them, to contrasts and solutions relative to education in Canada, and to the understanding in some degree of the social, economic, historical, and other factors which have fashioned the development of these systems.
(Professor A. F. Skinner; Regular Session and Summer Session)

3419–20 **Research Seminar in the History of Education: Doctoral Level**
Issues and exercises similar to those in 1419–20 but at an advanced level. Required of all candidates for the Ph.D. in History of Education.
(Professor M. B. Katz; Regular Session)

3452 **Individual Reading and Research in the History of Education: Doctoral Level**
Description as for 1452, but at the doctoral level.

Philosophy of Education

1434 **Philosophical Aspects of the Relationship Between School and Society**
Topics will include: the role of the school as an agent of social

change; authority in education; academic freedom; the determination of values and policies for education in a pluralistic society. Special reference will be made to the writings of John Dewey, Emile Durkheim, Ortega y Gasset, Giovanni Gentile, Karl Mannheim, and Karl Marx.

(Professor B. S. Crittenden; Summer Session)

1440 **Analytic Philosophy and Education**

An examination of writings by analytic philosophers on various educational problems principally in the areas of ethics, philosophy of mind, and the logic of the curriculum.

(Professor B. S. Crittenden; Regular Session and Summer Session)

1452 **Individual Reading and Research in Philosophy of Education: Master's Level**

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not available in existing courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3434–35 **Ethics and Value Theory in Education**

An analysis of the ethical aspects involved in the role of the school and in the educative process: (i) the general relevance of ethics and value theory for education; (ii) ethical problems which arise from the situation of common schools in a pluralistic society; (iii) the content and method of moral education; (iv) other aspects of the curriculum and the life of the school. May be taken as a half-course, as 3434.

(Staff in Philosophy of Education; Regular Session)

3436 **Aesthetics and Education**

In general, a discussion of the bearing which aesthetical theories have on the role of the school and specific aspects of teaching and learning. Special attention will be given to the following: the aesthetic experience; the function of works of art; the relation between art and society; theories of literary criticism; aesthetics in the general aims of the school and the curriculum and the teacher-learning process; theories of criticism and the purposes, organization, and methods of teaching literature in secondary school and university.

(Professor B. S. Crittenden; Regular Session)

3440–41 **Theory Building in Education: The Role of Philosophy**

- ☐ An examination of some examples of systematic arguments about the aims and content of education.
- ☐ Contemporary views on what 'philosophy of education' is: from those which hold that conclusions for education can be deduced from general philosophic principles, to the idea of education as an autonomous discipline.
- ☐ An evaluation of these positions and an attempt to define the general role of philosophy in educational theory building. Questions about the nature of this theory, the relation of theory to practice, etc.
- ☐ Particular questions about the role of philosophy of education: e.g., in the training of teachers.

May be taken as a half-course, as 3440.

(Staff in Philosophy of Education; Regular Session)

3452 **Individual Reading and Research in Philosophy of Education: Doctoral Level**

Description as for 1452 above, but at the doctoral level.

3454 **Practice of Philosophical Criticism**

This course, now under development, will be required of all Ph.D. candidates specializing in philosophy of education. Students will be required to write short critical papers and present them for discussion with the instructor and one or two other students every two weeks. Topics will be taken from writings in the philosophy of education, other areas of philosophy particularly relevant to education, the social sciences, and popular statements about education.

(Professor B. S. Crittenden; Regular Session)

Department of Information and Data Systems

A course is identified with this Department when the first two digits in the course number are 15 or 35.

1500 **Programmed Instruction**

Psycho-educational theories underlying the various approaches to

programmed instruction; the programming process, including the planning, preparation, and writing of frames, and program evaluation. The emphasis is on a critique of programming variables, not on program writing.

(Mr. D. G. Crawford; Regular Session and Summer Session)

1501 **Computer-Guided Instruction**

Theory, practice, and current research in the use of computers to guide instruction; basic computer operations and principles that relate to current concepts of teaching and learning.

Prerequisite: 1500 — Programmed Instruction, or equivalent.

(Professor R .G. Ragsdale; Regular Session)

1552 **Individual Reading and Research in Information and Data Systems: Master's Level**

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

3552 **Individual Reading and Research in Information and Data Systems: Doctoral Level**

Description as for 1552, but at the doctoral level.

3555 **Computer Solutions to Research Problems**

Current techniques of processing research data in education, including consequent changes in research design and practices. Students will be expected to make use of computing facilities in the solution of typical problems.

(Staff in Information and Data Systems; Regular Session only)

3556 **Research Seminar on Information Processing in Education**

A seminar for selected graduate students and interested faculty members for the discussion of special topics such as information retrieval, computer-based instruction systems, and educational information systems.

(Staff in Information and Data Systems; Regular Session only)

Department of Measurement and Evaluation

A course is identified with this Department when the first two digits in the course number are 16 or 36.

Several courses under the Department of Applied Psychology (cf. 1205, 1216), as well as those under the Department of Information and Data Systems, are also especially relevant to the field of measurement and evaluation.

1600 **Introduction to Measurement and Evaluation**

A presentation of the principles of measurement in education. Topics for study include measurement statistics, reliability, validity, construction of classroom achievement tests, and a brief survey of standardized measuring instruments.

(Professor V. R. D'Oyley; Regular Session and Summer Session)

1605 **Test Construction**

A laboratory course dealing with the construction of educational and psychological tests. Students are expected to construct and try out measuring instruments of several different types.

Prerequisites: Evidence of satisfactory background in educational psychology and either 1600 or 1610 or equivalent.

(Staff in Measurement and Evaluation; Regular Session only)

1610 **Introduction to Measurement and Evaluation for Guidance Personnel**

A course for guidance workers covering the selection and evaluation of aptitude and achievement tests, the administration of such tests, and the interpretation and application of the results. This course parallels 1600 and differs mainly in the emphasis on certain topics. Credit may not be obtained for both 1600 and 1610.

(Staff in Measurement and Evaluation; Regular Session and Summer Session)

1611 **Essentials of Psychological Testing for Guidance Personnel**

A survey of the measuring instruments used by school guidance personnel. Included are a review of the criteria used to evaluate measuring instruments, a study of the psychological theory underlying the most frequently used psychological tests, and laboratory work on the administration of tests and the interpretation of test results.

(Staff in Measurement and Evaluation; Regular Session and Summer Session)

1637 **Introduction to Scaling Theory**
The nature, definition, and construction of scales in the measurement of human attributes. Guttman scaling, and the construction of the Likert-type scales serve to introduce the student to more modern developments, including scalogram analysis and other non-metric scaling techniques. A non-mathematical approach is taken with emphasis on goals and interpretation.

Prerequisite: 1666 or equivalent.

(Professor R. E. Traub; Regular Session)

1652 **Individual Reading and Research in Measurement: Master's Level**
Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

1660 **Introduction to Empirical Research in Education**
This course replaces the former 2060 — Descriptive Course in Research, Statistics, and Measurement.

A consideration of some basic methodological problems in educational research. Topics such as variable, model, hypothesis, quantification and measurement, variance, inference, and experimental reasoning and design will be dealt with. These themes will be related to a consideration of research papers, and with a particular reference to developmental research. The course will conclude with a treatment of the nature and dissemination of educational research.

(Staff; Regular Session and Summer Session)

1666 **Basic Concepts of Statistics** *(formerly 2066)*
Elementary probability and statistical inference, with application to the behavioural sciences. Topics include estimation and hypothesis testing through simple correlation, regression, and one-way analysis of variance. Students from some departments will be required to attend a departmental research seminar as part of the requirements of this course.

(Staff; Regular Session and Summer Session)

3600 **Applied Test Theory**
A comprehensive treatment of test construction, including theories of reliability and validity, factor analysis of test items, and recent developments in latent structure analysis. Registration by permission of instructor only.

(Staff in Measurement and Evaluation; Regular Session only)

3602 **Factor Analysis and Its Application to Measurement**
Introduction to matrix algebra; analysis of covariance and correlation matrices by the method of principal components. Study of canonical factor models after Rao and Harris. Guttman's image analysis and Kaiser and Caffrey's alpha factor analysis. Rotation to include only analytic rotations such as Varimax. Execution of analyses on the computer.

(Professor L. D. McLean; Regular Session only)

3604 **Research Seminar in Measurement**
The exploration in depth of selected problems in measurement. (Open to doctoral students in measurement and to others by permission of the instructor.)

(Staff in Measurement and Evaluation; Regular Session only)

3605 **Theory of Mental Tests**
A study of the mathematical theory of mental tests including the classical test theory model and recent developments in the field. Registration by permission of the instructor only.

(Professor R. E. Traub; Regular Session only)

3652 **Individual Reading and Research in Measurement: Doctoral Level**
Description as for 1652, but at the doctoral level.

3662 **Latent Trait Analysis**
Quantitative theories of human ability and their exploration.
Prerequisites: 3666, 3602.

(Professors V. R. D'Oyley and L. D. McLean; Regular Session only)

3666 **Intermediate Statistics and Research Design** *(formerly 2067)*
Designed for the doctoral student in the more quantitative areas or advanced master's candidates. Analysis of variance of complete and incomplete designs, multiple regression and correlation, as well as analysis of covariance are included, though the content of the course will vary somewhat with the instructor.
Prerequisite: 1666 or equivalent.

(Professor R. P. Bhargava; Regular Session and Summer Session)

3668 **Applied Multivariate Analysis**
Canonical correlation, multiple discriminant functions, and multivariate analysis of variance and covariance are among the topics presented and applied to practical problems. The course meets twice per week, for one lecture and one laboratory. Familiarity with computer procedure is necessary, as sample problems are executed by students on the computer, using programs supplied by the Measurement Department and the Computer Centre.

Prerequisite: 3666 or equivalent.

(Professor R. P. Bhargava; Regular Session only)

3674 **Seminar on Experimental Design in Education**
Considerations of numerous design problems in detail, beginning with actual research problems and working through the details of design and analysis. For advanced students in any department who have taken one course beyond intermediate statistics.

(Professor L. D. McLean; Regular Session only)

Department of Educational Planning

A course is identified with this Department when the first two digits in the course number are 17 or 37.

1700–01–02 **Theories of Planning with Practicum**
A study of concepts of town planning, regional planning, and land use as applied to school planning; concepts of economic and social planning as applied to educational service, together with the range of work of planning offices; the relationship of planning to administration, of planning decisions and political decisions, and of planning and educational research.

(Professor Cicely Watson, Mr. S. Quazi, and associates; Summer Session and Regular Session)

Note: Students taking this course in Summer Session must ordinarily divide it over two consecutive summers, registering for 1700–01 the one summer, 1702 the next.

1703 **Educational Planning: Economics of Human Resources**
An analysis of the contribution of investment in human capital to economic growth, with special reference to problems of manpower and educational planning.

(Mr. M. L. Handa; Regular Session only)

1704 **Statistics and Methods of Planning**

(Professor J. G. Heller; Regular Session only)

1705 **Population Studies**

Techniques of calculating various demographic measures and interpretation of results. This course will be concerned mainly with trends in Canada, with special reference to Ontario.

(Mrs. B. MacLeod; first half of the Regular Session only)

1706 **The Budgetary Process in Educational Planning**

This course will concentrate on the links between planning and budgeting in public education. Recent developments and new concepts in budgeting will be examined, with emphasis on their applicability to planning for expenditures on human resources in general and on education in particular. Budgeting for the urban system will receive primary attention.

(Professor J. W. Holland; first half of the Regular Session and Summer Session)

1752 **Individual Reading and Research in Educational Planning: Master's Level**

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3752 **Individual Reading and Research in Educational Planning: Doctoral Level**

Description as for 1752, but at the doctoral level.

Higher Education

A course is identified as Higher Education when the first two digits in the course number are 18 or 38.

1801–02 **Studies in the History of Higher Education in Canada**

Studies in the development of Canadian universities, with reference also to professional schools, teachers' colleges, technical institutes, etc., in the context of comparable developments elsewhere in the English- and French-speaking worlds.

(Professor R. S. Harris; Regular Session only)

1803–04 **Issues in Higher Education**
An examination of the recurring questions about higher education, with special reference to current replies in Canada and elsewhere. Topics may include: What is a university? What is its role in society? Who should attend? When? Who should govern the university? Who should teach? Under what conditions? Who should pay? How should the university be related to post-university institutions? How related to parallel institutions?

(Professor E. F. Sheffield; Regular Session only)

3852 **Individual Reading and Research in Higher Education: Doctoral Level**
Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Sociology of Education

A course is identified as Sociology of Education when the first two digits in the course number are 19 or 39.

1952 **Individual Reading and Research in Sociology of Education: Master's Level**
Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1980–81 **Research Seminar in the Sociology of Education**
An introduction to the sociology of education for students following a program of concentration in this field. Consideration will be given to such topics as: the work setting – school status and authority systems; the teacher in the school setting – models of the job, types and stages of careers; the community setting – social class, ethnic and religious groups in relation to the school; social change and the school – the impact of technology, patterns of community growth.

(Professor Cicely Watson and associates; Regular Session only)

1982 **School and Society**

An introduction to the sociology of education for students other than those following a program of concentration in this field. Consideration will be given to such topics as social structure and the role of the school, educational policy, and social policy.

(Professor J. W. Holland; Regular Session and Summer Session)

1983 **The Modern City: Education and Urban Society**

This course will trace the emergence and nature of the modern city and will explore its contemporary economic, political, and social bases and their relevance to education. Special attention will be paid to sources and consequences of diversity in the urban population.

Note: Beginning with the Regular Session 1967-68, this course will become a full course rather than a half-course, and will be numbered 1983–84.

(Professor Wm. Michelson; Regular Session and Summer Session)

3952 **Individual Reading and Research in Sociology of Education: Doctoral Level**

Description as for 1952, but at the doctoral level.

3983–84 **Seminar in Urban Sociology**

More advanced treatment of topics in urban sociology relevant to education.

(Professor Wm. Michelson; Regular Session only)

General Information

Application and Registration

Applications for admission to M.A. or Ph.D. programs should be submitted before June 15 for September registration. Applications received after August 20 will not be considered. Application forms may be obtained from the Secretary of the School of Graduate Studies, University of Toronto, 65 St. George Street, Toronto 5. In many cases, before formal submission of such application forms prospective students will have been in touch with the Office of the Coordinator of Graduate Studies at The Ontario Institute for Studies in Education, for purposes of establishing likelihood of their admissibility to a given program.

Application forms for admission or re-enrolment in M.Ed. programs (or for re-enrolment in Ed.D. programs) are obtainable from the Office of the Coordinator of Graduate Studies at The Ontario Institute for Studies in Education. Students should complete these forms and submit them by mail or in person to arrive as follows:

- ☐ March 1 to March 31 for the 1967 Summer Session
- ☐ July 20 (at the latest) for after-hours part-time students in the 1967-68 Session
- ☐ August 10 (at the latest) for full-time students in the 1967-68 Session.

Final registration will take place as follows:

- ☐ For the 1967 Summer Session: Tuesday, July 4, at time and place to be indicated with notice of acceptance.
- ☐ For full-time students in the 1967-68 Session: 10 a.m., September 18 at The Ontario Institute for Studies in Education, 102 Bloor St. W.
- ☐ For after-hours part-time students in the 1967-68 Session: at time and place of the first meeting of their course, as indicated with notice of acceptance.

Study in Summer Session

March 1-31 has been established as a period of advance enrolment for the summer session in order to allow time for preparatory reading.

Soon after acceptance of application forms from a student, he will be notified of such readings as may be recommended for the course he has selected. It is the student's responsibility to complete such preparatory reading in advance of the necessarily concentrated summer session.

Although examinations will be held at the end of the six-week summer session, students will be required also to complete and submit additional term work to the instructor by a date in November set by him. Final grades will be mailed to students by the end of December.

Students may enrol for not more than two half-courses in any one summer session.

After-Hours Classes in Regular Session

During the 1967-68 Regular Session it is anticipated that several courses will be offered in the late afternoon or evening, probably including the following: 1011, 1013–14, 1015–16, 1018, 1023, 1100, 1105, 1107, 1200, 1201, 1202–03, 1261, 1284, 1300–01, 1303, 1311, 1330, 1331, 1411, 1440, 3436, 1610, 1660, 1706.

Fully-employed part-time students who are interested in after-hours classes are encouraged to enrol for only *one* of the above. One half-course constitutes one-sixth of a normal load for a full-time student, and any load greater than that for a fully-employed person is likely to be extremely heavy. The difficulty is not merely one of class hours, but of required reading, independent study and assignments. In exceptional cases, however, *following full discussion with and specific approval by a student's faculty advisor,* a fully-employed student may be permitted to undertake two half-courses (or one full course) after hours during the Regular Session, provided that he is not carrying more than the equivalent of a two half-course load in any one term. In such cases the onus is upon the student to initiate discussions with his faculty advisor.

July 20 will be the last day for receiving applications for enrolment in these after-hours courses.

Examinations and Grades

All examinations will be held in Toronto. Final examinations will be scheduled at the end of the summer session or of the regular session in which the course is offered. Students must sit for examination at that time. In case of inability to write an examination

because of serious illness, a student should immediately notify the Office of the Coordinator of Graduate Studies; permission may then be granted to write the examination, without further fee, on a subsequent occasion when the course is offered. No student will be permitted to rewrite the examination in any course without re-attending the classes in that course and paying fees as if it were an additional course.

Grades will be assigned as follows:

A – 75% and over

B – 66 to 74% inclusive

C – 60 to 65% inclusive (no degree credit)

F – below 60 (outright failure).

Any student whose work is judged to be unsatisfactory by the committee administering graduate programs in education may be required to withdraw.

Miller Analogies Test

Applicants living out of reach of the Metropolitan Toronto area should contact the testing centre of a nearby university, or write to the Psychological Corporation, 304 East 45th Street, New York, N.Y. 10017, for the address of the nearest testing centre.

In Toronto, appointments to write the MAT may be made by writing or calling Professor Mary Laurence at the Department of Psychology, University of Toronto, Toronto 5, Ontario; telephone 928-3405. The cost of writing the test at the University of Toronto is $5.75 (subject to change).

In addition, several special administrations of the MAT will be given by the Department of Measurement and Evaluation of OISE on the dates given below and at the times stated. Registration for these administrations can be made by writing to: MAT Officer, Department of Measurement and Evaluation, OISE, 102 Bloor Street West, Toronto 5, Ontario, at least four weeks before the date of administration selected. The cost will be $3.00, payable at the time of writing. *Only persons who have filed an application for admission to the Department of Educational Theory of the University of Toronto School of Graduate Studies will be eligible to write the MAT at these times.*

Special Administrations at OISE

Date	*Place*	*Time*
1967		
March 4	11th floor, OISE	2:00 p.m.
April 15	"	"
July 15	"	"
September 23	"	"

Term Assignments

If a student does not complete required term work in any course by the date set by the instructor, he will be regarded as having failed that course. In exceptional cases, however, an extension of time may be granted on application to the Coordinator of Graduate Studies.

Non-Credit Seminars and Conferences

In addition to formal programs of study, the Institute offers each year a considerable number of non-credit seminars and conferences on a wide variety of specialist themes. Opportunities are afforded for interested graduate students to participate in these in various capacities.

Living Accommodation

Rooms for a limited number of summer session students are available in university residences at a cost of approximately $12 a week. Men should address inquiries to the Secretary's office, Devonshire House, University of Toronto; women should write to Miss Charity Grant, 79 St. George Street, Toronto. Meals can be obtained in Hart House.

Information concerning rooms and apartments in private homes near the University may be obtained from the University Housing Service office at 134 St. George Street, Toronto 5. While off-campus housing of this nature is not subject to University regulation, every effort is taken to make information on accommodation listed as complete as possible. Rents vary considerably depending upon the quality of the accommodation and its location, with reasonably satisfactory quarters usually ranging upward from $10 a week.

Campus Co-operative Residence, Incorporated, offers co-operative housing arrangements for numbers of students. Inquiries should be addressed to that organization at 395 Huron Street, Toronto 5.

Overseas Students

In a typical year graduate students in education will be registered from most if not all of Canada's ten provinces, and from a dozen or fifteen countries overseas. A special effort is made to welcome students from overseas, and to meet their special needs. On the one hand it profits the Canadian student in no small measure to have an opportunity to work, formally and informally, with officials in education from other countries. But on the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available, insofar as we can, to appropriate overseas students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible overseas students are encouraged to select topics which will permit them to explore systematically the possible implications to their home situation of the concepts under discussion. Each year periodic tours of various institutions and activities in education on the Ontario scene are also arranged; students avail themselves of those parts of this program which are of particular interest to them. For overseas students especially, this can provide a most useful supplement to their formal studies in courses.

An active International Student Centre also exists on the University of Toronto campus. This serves as a focus of informal activity on the part of the thousand or so overseas students enrolled in one or another division of the University in a given year. Mrs. R. G. Riddell is Director of the International Student Centre, which is located at 45 Willcocks Street.

Health Service

All inquiries should be directed to the University of Toronto Health Service, located at 256 Huron Street.

A graduate student not domiciled in Canada must submit a certificate of freedom from disease, including tuberculosis as demonstrated by an X-ray film of his chest. He must also complete his medical examination by the Health Service within one month of registration.

Ontario Elementary School Inspector's Certificate

The Ontario Department of Education issues an Elementary School Inspector's Certificate to those who meet requirements as laid down by the Ontario Department of Education. While it is understood that changes can be expected in these regulations in the not-too-distant future, one of the present requirements is successful completion of four graduate half-courses. Details of courses that have been accepted previously by the Department of Education as fulfilling this requirement may be seen by reference to page 60 of *Programs Leading to University of Toronto Graduate Degrees in Education 1966-67.*

Candidates for the Elementary School Inspector's Certificate who are also seeking a Master of Education degree with specialization in Educational Administration should refer to page 8 of the current bulletin for the requirements of this specialization.

Ontario Guidance Certificates

By agreement with the Ontario Department of Education, candidates pursuing a degree of Master of Education with specialization in Guidance may, by appropriate selection of courses, and when they are certificated and experienced teachers in Ontario, also fulfil course requirements for the Province of Ontario Intermediate and Specialist Certificates in Guidance.

Further information is available in a circular which may be obtained from the Department of Applied Psychology or the Office of the Coordinator of Graduate Studies.

Graduate Assistantships, Fellowships and Awards

A number of Graduate Assistantships and other forms of financial assistance are available for full-time students proceeding to graduate degrees in education. Application forms are available from the Coordinator of Graduate Studies, except where otherwise indicated.

OISE Graduate Assistantships – up to $6,000

A number of Graduate Assistantships are available for selected full-time students each year (approximately 140 for 1967-68), mainly tenable in one or another of the Departments of the Institute in which the student's primary study interests lie. Graduate Assistant-

ships carry stipends of $3,000 and $4,500, with a limited few appointments to be made at $6,000. Closing date for receipt of applications: March 1.

Guidance Centre Assistantships — up to $3,200

A limited number of assistantships in the Guidance Centre, The College of Education, University of Toronto, are open to students experienced in the student personnel field who are proceeding to advanced degrees. Closing date for receipt of applications: March 1.

The F.W.T.A.O. Fellowship — $6,000

This annual fellowship for advanced graduate study in education at the University of Toronto has a value of $6,000. Ordinarily applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications may be considered. Applicants should be entering at the doctoral level. Closing date for receipt of applications: March 1.

Ontario Secondary School Teachers' Federation Awards — up to $3,500

These awards include the O.S.S.T.F. Scholarship for Educational Research, S. Hunter Henry Award, and Ansley Memorial Awards. Details are available from the General Secretary, O.S.S.T.F., 1260 Bay Street, Toronto 5.

Ontario Public School Men Teachers' Federation Scholarship — $2,000

This annual scholarship, of $2,000, is open ordinarily to members of O.P.S.M.T.F. studying at the doctoral level. Details are available from the Secretary-Treasurer, O.P.S.M.T.F., 1260 Bay Street, Toronto 5.

The William Pakenham Fellowship in Education — $2,000

This Fellowship, open to experienced teachers resident in Ontario, is tenable for advanced study in education either at the University of Toronto or at some other university. Details are available from the Registrar, The College of Education, University of Toronto, 371 Bloor Street West, Toronto 5. Closing date for receipt of applications: March 1.

University of Toronto Open Fellowships

A number of awards in amounts up to $4,000 are open to qualified graduate students proceeding to degrees in any graduate department of the University.

Application forms can be secured from the Secretary of the School of Graduate Studies, 65 St. George Street, Toronto 5, and completed application forms must be filed not later than March 1.

Canada Council Awards

The Canada Council offers a series of awards in the arts, humanities, and social sciences. Application forms are available from the Scholarships Section, The Canada Council, 140 Wellington Street, Ottawa 4, Ontario. Closing dates tend to be December 1, for awards covering the following academic year.

Postdoctoral Fellowships

A number of postdoctoral fellowships are awarded annually by the University of Toronto to candidates wishing to conduct research in any area of the humanities, or the social, physical, or biological sciences. Applications, on the prescribed form, must be submitted not later than March 1 to the Secretary, School of Graduate Studies, 65 St. George Street, Toronto 5.

Fees

Information concerning fees is contained in the calendar of the School of Graduate Studies. Fees are subject to change by the Board of Governors of the University of Toronto. The following schedule is anticipated.

Full-Time Students

The fee per academic year of full-time study for M.A., Ph.D. and Ed.D. candidates is $478 for men, $458 for women. This includes an academic fee of $435, and required incidental fees of $8 for the Students' Administrative Council, $10 for Health Service, $5 for the Graduate Students' Union, and $20 for Hart House (men only).

The same fee of $478 for men and $458 for women applies for full-time M.Ed. candidates, except for the addition of the summer session $5 Student Activity Fee, since the M.Ed. program for full-time students requires one summer session and one regular academic year.

Fees for full-time M.Ed. candidates will be assessed as follows:

Summer Session (either before or after the regular academic year of full-time study, and including the $5 Student Activity Fee; 2 half-courses)	$150	
Regular Academic Year (including incidental fees of $43 for men, $23 for women)	$333	(men)
	$313	(women)
Total	$483	(men)
	$463	(women)

Note:

a M.Ed. candidates who may have been granted advanced standing on the basis of work done at some other university such that they can complete their program by full-time study in a regular academic year here will be assessed the full fee of $478 for men and $458 for women.

b Students enrolling for additional or prerequisite summer sessions will be assessed regular summer session fees as indicated below.

Instalment Payment of Fees for Full-Time Students

Full-time students in the regular academic year may pay fees in two instalments if they so wish. First instalment is due not later than October 5, second instalment not later than January 15.

		1st Instalment	*2nd Instalment*
M.A., Ph.D., Ed.D.	men	$261	$220
	women	$241	$220
M.Ed. (but see note (a) above)	men	$181	$155
	women	$161	$155

Part-Time Students

Part-Time Students in Regular Sessions (Other than After-Hours Classes)

one graduate course	$105
each additional course	$90
one half-course	$57.50

Part-Time Students in After-Hours Courses in Regular Session

one half-course (including required incidental fees of $7.50)	$80
full course, where admitted (including required incidental fees of $15)	$160

Summer Session Students

one half-course	
(including Student Activity Fee of $5)	$ 80
two half-courses	
(including Student Activity Fee of $5)	$150

Late Payment Fee

A late payment fee of $10 will be assessed against any student whose fees are not received at the Chief Accountant's Office by October 5, plus $1 per day of delay beyond that to a maximum of $20. If fees remain unpaid as of November 5, the student will be considered as having withdrawn.

In Summer Session if fees remain unpaid as of July 9, the student will be considered as having withdrawn.

Staff Exemption

Students holding staff appointments (including Graduate Assistantships) may receive, on application at time of paying fees, an exemption from fees payable during the Regular Academic Session as follows:

	Amount of Remuneration during Session	*Amount of Exemption*
Full-time students	$250 to $ 500	$ 50
	501 to 1,000	80
	over 1,000	125
Part-time students	$250 or more	$10 per subject charged
Ph.D. candidates required to re-register after completion of residence requirements	$250 or more	$ 25

Status of Students Enrolled Prior to the Date of this Bulletin

Programs and courses leading to University of Toronto graduate degrees in Education as described in this bulletin represent substantial changes from programs and courses which have been offered in the Department of Educational Theory in previous years. What of students who are already proceeding to degrees?

Students enrolled in a degree program in the 1965-66 regular academic session or earlier will be permitted to fulfil requirements for that degree as set forth in the bulletin *Programs Leading to Graduate Degrees in Education 1965-66* as published by the Ontario College of Education.

Degree of Bachelor of Education

This degree is no longer offered.

Degree of Master of Education

Since for the great majority of students in recent years the University of Toronto B.Ed. has not been an end in itself but rather a necessary preliminary to an M.Ed. program proper, students holding a University of Toronto B.Ed. with A or B standing will be admitted to an M.Ed. program of six half-courses rather than to the new program of eight half-courses, provided that no student will be accepted in this way, and undertake study, later than the 1967-68 academic year, nor will any student be so accepted who completed the B.Ed. earlier than 1962.

Students who for various reasons were permitted to enrol for other units in education prior to completing the former B.Ed. Units 101 and 102 may, with the permission of the Coordinator of Graduate Studies and providing that their standing is otherwise adequate, substitute other half-courses for Units 101 and 102 to complete an M.Ed. program of eight half-courses. Students are reminded, however, of the six-year time limit on M.Ed. programs.

Degree of Doctor of Education

Students enrolled as Ed.D. candidates in the 1965-66 regular academic session or earlier may fulfil requirements for the degree under the then-existing regulations.

Identification of Students with a Field of Specialization

Applicants for admission to graduate degree programs in education are required to declare their intended field of specialization (see pages 7 to 30), and will be assigned to a faculty advisor in this particular field. Students who were already proceeding to a degree when the new programs were introduced are also strongly advised to become identified with a department or field of specialization appropriate to their interests, to the extent that courses remaining to be completed make this possible. At the time of next re-registration, therefore, such students will be assigned individually to faculty advisors.

1967

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